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In 1967, several two-day institutes were held in Indiana for counselors of adult basic education students, and, in addition, a one-week residential institute for selected counselors who had attended a spring institute. Primary emphasis was on awareness of responsibility and understanding of the under-educated adult. Situational and Q-Sort tests were used to determine participant's perception of the role of counselors of educationally disadvantaged adults. Participants entered with a high degree of skill and knowledge about adult counseling which was maintained, but not significantly increased, by the programs. Counselors' perceptions of the undereducated adult as an educable entity increased after the institute, but there was a slight decrease in the perceptions of the adult as an economic unit and as a human being. The selected group who attended the residential institute did not differ from the total group. (Document includes several resource documents--Purposes and objectives of the institute, Adult Basic Education in Indiana, Counseling the under-educated adult, The social-psychological sphere of the undereducated adult, Outline of an orientation and guidance training session for teachers and counselors of under-educated adults in selected areas of the State of Kentucky, The power of the poor, The second mile, and Summation and a look to the future) (aj)

COUNSELING EDUCATIONALLY DISADVANTAGED ADULTS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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COUNSELING
EDUCATIONALLY DISADVANTAGED ADULTS

Rose Mary Pattison
Editor

1968

Proceedings
of
Institute Series

Sponsored

by

The Division of Adult Education
Indiana State Department of Public Instruction
Richard D. Wells, Superintendent
Indianapolis, Indiana 46204

ED023015

INTRODUCTION

This is a report of an Institute series which was provided in Indiana with Adult Basic Education funds for counselors of educationally disadvantaged adults.

The central purpose of the report is to inform the reader of the rationale, structure, content, and evaluation of the Institute. The Institute was designed with a series of sessions on behalf of meeting the needs of adults who are in some way disadvantaged by an educational deficiency. The programs were planned to provide information, affect orientation, and enlist the support of public school counselors.

Another purpose of this report is to provide a pattern, at least of departure for future institutes related to this topic. Current insight has increasingly shown the adult to be an educable, socialized, humanized individual. Since the changing taxonomy of public school education is bringing about broader programs of education, educators and administrators will surely strive for the involvement of guidance and counseling as a key facet for adults in the education program of the public school.

The inter-professional communication via this report may be one way to provide a broad team approach to support the inclusion of counseling as an integral part of any education program for adults.

Appreciation is hereby expressed for the cooperation, extensive efforts, and interest of each person who provided support for these institutes, whether by his attendance as a participant or as a consultant for a specialized task. We believe their work will be significant in this developmental period of adult education.

Rose Mary Pattison

Rose Mary Pattison
State Director -- Adult Basic Education
Department of Public Instruction
Indianapolis, Indiana

FOREWORD

The Division of Adult Education of the Indiana State Department of Public Instruction with the cooperation of the Division of Pupil Personnel and Guidance provided a special state-wide training program for counselors of adults in the public school setting. This program was designed to support the efforts of local school corporations in providing a strong base for the extension and/or strengthening of education programs for adults.

Both the current Acts of Congress and emphases by educators reflect national awareness of the need for the provision of educational opportunities in the local schools for adults. In Indiana, according to the 1960 census, 54.3 percent of the adults over age 25 have less than an eighth grade education. Educators in Indiana are meeting this challenge by providing educational programs for persons of all ages who wish to return to school.

Counseling at the proper level is vitally related to adult education programs. It should be an integral part of the recruitment, placement, retention, and follow-up efforts. A large number of individuals over 18 years of age are returning to school. Since most counselor's education is aimed at youngsters, this special program was to facilitate the understandings and skills necessary for working with adults.

THIS INSTITUTE SERIES WAS FOR ALL SCHOOL COUNSELORS AND PROSPECTIVE COUNSELORS WHETHER OR NOT THERE WAS A PROGRAM OF ADULT EDUCATION IN THEIR SCHOOL AT THAT TIME.

The Division of Adult Education received whole-hearted support from Dr. Nunney in the U.S. Office of Education for this series of Institutes, and nationally known guidance and educator personnel were employed to execute the program.

Participants included persons who were currently counseling or interested in counseling with adults, those who presently met state counselor certification requirements, and those who could earn a counseling certificate within a reasonable length of time.

Sites were chosen with considerations for economy, convenience, and in order to reach counselors in as many areas of the state as possible. The Spring Sessions and Fall Sessions were held in three different locations of the state as follows: Notre Dame University, Notre Dame, Indiana, for participants from the northern part of the state; Indianapolis, Indiana, for the counselors from central Indiana; and Spring Mill State Park, Mitchell, Indiana, for counselors from the southern part of Indiana. The Inter-current Institute held at Ball State University, Muncie, Indiana, was a one-week residential Institute. Participants for the Inter-current Institute program were selected from those who attended one of the two-day Spring Sessions.

Funding for this Institute Series was provided through the Adult Basic Education allocation for the State of Indiana for Fiscal Year 1967, under Public Law 89-750, "The Adult Education Act of 1966."

R.M.P.

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PROPOSAL
FOR
INSTITUTE FOR COUNSELORS
OF
EDUCATIONALLY DISADVANTAGED ADULTS

The proposal which follows was used by the Director of Adult Basic Education and the institute committee and staff. It served to help in the general organization, development, and planning of the Institute for Counselors of educationally Disadvantaged Adults.

The proposal also served as a subjective guide for the planning and implementation of the programs within the framework of the objectives of the Institute.

PROPOSAL
for
INSTITUTE FOR COUNSELORS
of
EDUCATIONALLY DISADVANTAGED ADULTS

TITLE: Orientation and Training of School Counselors for Meeting the Counseling Needs of Educationally Disadvantaged Adults.

SPONSORING AGENCY: Department of Public Instruction
Division of Adult Education

COOPERATING AGENCY: Division of Pupil Personnel and Guidance
227 State House
Indianapolis, Indiana 46204

PURPOSE: This project will provide the counselors with information and experiences designed to facilitate the understandings and skills necessary for counseling educationally deprived adults.

SPECIFIC OBJECTIVES:

1. To provide counselors with a deeper understanding of the psychological, sociological, cultural, and educational needs of under-educated adults.
2. To provide counselors with the techniques of interviewing, recruiting, retaining, testing, evaluation and follow-up procedures needed for working with under-educated adults.
3. To provide counselors with practicum experiences in counseling with under-educated adults.
4. To promote further interest among school counselors for the tremendous need of the under-educated adult for counseling and to make them aware of the counselor's responsibility in relation to this need.
5. To promote the above four objectives geographically in such a way as to provide sources of active support for the future development and extension of Adult Basic Education programs.

NEED FOR THE PROJECT:

In 1964, the Congress of the United States provided monies to offer a bold and new type of educational program for adults. Specifically, this Act (Public Law 88-452) provided money to the states for an elementary level educational program for adults to combat the problem of illiteracy and functional illiteracy in the United States.

Currently the responsibility to provide this "second chance" for adults has been placed directly in the U.S. Office of Education by the Adult Education Act of 1966 (P.L. 89-750) to be administered through the official state educational agencies in partnership with the legal local public school systems.

A search of 1960 census figures reveals the following information:

In this nation there are:

- 3,000,000 totally illiterate persons over age 18 of whom 1/3 are in the labor force;
- 11,000,000 persons who have not completed the sixth grade;
- 23,000,000 with less than eight years of schooling;
- 60,000,000 Americans who have completed less than twelve years of schooling.

In Indiana there are:

- 1,385,371 (54.3%) adults over age 25 with less than high school education.
- 868,323 adults over age 25 with less than 8th grade education.
- 123,795 adults over age 25 with less than 5th grade education.

In the current year, fiscal 1967, the amount of Federal funds available to Indiana does not permit an unlimited expansion into Adult Basic Education programs by local school districts.

Since provisions in the Act of Congress indicate that proportionately more money will be forthcoming in succeeding years for Adult Basic Education, it is important to establish a receptive climate or base for this "new" effort among local educational personnel.

Adult Basic Education Programs in general do not include adequate provision for the broad counseling needs of the under-educated adult. These adults need personal counseling as well as counseling for apparent educational needs.

In order to identify, recruit, and retain the educationally deficient adult in a formal learning program, guidance, encouragement, and understanding are necessary.

ASSUMPTIONS:

For the purposes of this project it is assumed that:

1. Many public schools are offering disadvantaged adults opportunities to continue their education.

2. Counselors in the public schools were trained to work with young children and adolescents - they have probably had little training in working with the educationally disadvantaged adults.

3. Disadvantaged adults have far different counseling needs than school youngsters.

4. The counseling services available to adults have in the past been provided more on a consulting basis than as an integral part of the educational programs for adults.

PROGRAM EMPHASIS:

This project will develop awareness, interest, understanding, and skills by which the counselor can help educationally deprived adults take advantage of educational opportunities to improve their life styles. The adults will then become more independent participating citizens in today's society.

The primary emphasis will be placed upon awareness of responsibility for adequately counseling the under-educated adults; the understanding of their handicaps, their needs, and opportunities.

The secondary emphasis will be upon counseling techniques, recruitment methods, problems of retention, testing, evaluation, and follow-up procedures.

PROJECT PROCEDURE:

This project will involve three different sessions for the counselor enrollees:

1. Spring-Institute Sessions
2. One week Summer Institute - for 30 applicants
3. Fall-Institute Sessions

SPRING INSTITUTE SESSIONS

The Spring Institute sessions will be three two-day seminars held respectively in the northern, central, and southern parts of the State of Indiana. These two-day seminars will be planned to include counselors from all school corporations in Indiana. Enrollees in the Summer Institute will be selected participant-applicants from the Spring Institute sessions.

The program for the Spring Institute sessions will:

1. Provide information
2. Survey the philosophy and objectives of adult basic education
3. Seek to develop within the participants a cognizance of counselor-educator responsibility and the need for greater understanding and involvement with the under-educated adults.

These sessions will also be designed to give counselors a preview of the problems they will find when counseling disadvantaged adults and provide them with some knowledge of how to help these individuals.

All enrollees attending the first session will be pre-tested for knowledge of and attitudes toward the target group.

ONE-WEEK INTER-CURRENT INSTITUTE

The one-week Institute will be a residential seminar held at Ball State University, Muncie, Indiana.

The Institute will be conducted on the following format:

Mornings - Lectures, plus enrollee participation (discussion) in the following areas:

Elementary education for the educationally deprived adult.

Educational sociology applicable to the educationally deprived adult.

Social psychology applicable to the educationally deprived adult.

Counseling information and techniques applicable to the educationally deprived adult.

Afternoon and evening -

Counseling sessions with educationally deprived adults - the practicum experiences will be concerned with such area as motivation - placement - follow-through - attitude - referral - and problems associated with and modification of behavior pattern of such individuals.

Counseling Tape review and Consultation - with practicum supervisors.

Seminars on specific topics related to education of educationally deprived adults and of primary interest to counselors particpating in basic education programs.

FALL INSTITUTE SESSIONS

The Fall Institute sessions will consist of three two-day seminars held respectively in the same locations as the Spring Institute sessions and will involve the same participants as the Spring Institute sessions.

The Fall Institute sessions will consist of a combination of group discussions and lectures. They will create optimal opportunities for the assimilation of previous institute experiences into a configuration which has personal significance to participants. The following areas will receive primary emphasis:

- The place of guidance and counseling in the adult basic education program.
- The inter-relationships of counselors with faculty, administration, and the community.
- Practical experiences of counselors in adult basic education.
- The future of guidance and counseling in adult basic education.

SELECTION OF PARTICIPANTS

The participants in this project will all be counselors in the public schools or individuals who are eligible to be counselors in the adult basic education programs in the State of Indiana. Each applicant's eligibility will be verified by the local school superintendent.

The participants who attend the Spring and Fall Institute sessions will be selected from the applicants described above. From this group a limited number will be accepted for attendance at the Inter-current Institute. The first preference here will be to those whose participation would most likely be positively reflected in the improvement of Adult Basic Education Programs. Those counselors accepted for Spring and Fall Institute participation will be from those individuals who by attending the Spring Institute session agree to also be participants in the Fall Institute sessions. These individuals will most likely be qualified to attend the Institute, but may for personal reasons not be able to participate in the intense one-week summer project.

The participants who attend the Inter-current Institute will be selected as those applicants who will hopefully benefit the most from such a study in depth. They will be selected by a committee composed of the Director of the Pupil Personnel and Guidance, the Director of the Adult Basic Education Program and two counselor educators who will be involved in the summer institute.

Application for admission to both the Spring and Fall Institute sessions and the Institute is to be made through the Division of Adult Education, State Department of Public Instruction, Indianapolis, Indiana.

PROVISIONS FOR QUALITY OF PROJECT

The staff members to be used in this project will all be of professional rank within their respective institutions of higher learning or recognized leaders in the field of adult education or guidance. Pre-planning and consultation with these individuals will be necessary for the project's development toward the overall purpose and to provide linkage and continuity of both program content and the supporting group activities.

PROVISION FOR PROGRAM EVALUATION AND FOLLOW-UP

Both the enrollees of the Inter-current Institute and the counselors who attend only the Spring and Fall sessions will be tested by situational tests to determine their perception of the role of counselors of educationally disadvantaged adults.

1. 50-100 items - items to be developed by participants.
2. In all probability a vocabulary mastery test of terms used in this field (max. 50 items)
3. Also possible use of the standardized test - "A Study of Values" by Gordon, Allport, and Vernon.

An effort will be made to determine:

1. Whether or not the counselors who attend only the Spring and Fall sessions reflect any change in their approach toward working with the target group.
2. Whether or not those counselors who also attended the longer and more intense Institute reflected the gain of a greater degree of insights, understandings, and skills for working with the adult learners than did the counselors who attended only the two-day session.

This pre- and post- measurement of the participant's perception and knowledge of and attitudes toward the adult learner will be through the use of an approved attitude scale developed and/or secured for this purpose. The services of a professional individual skilled in the area of testing will be utilized.

Measures will also be employed to provide a final overall evaluation of the total program probably by the use of unsigned structured instruments and informal canvassing of opinions and comments both from the counselor participants and the Institute staff administrators.

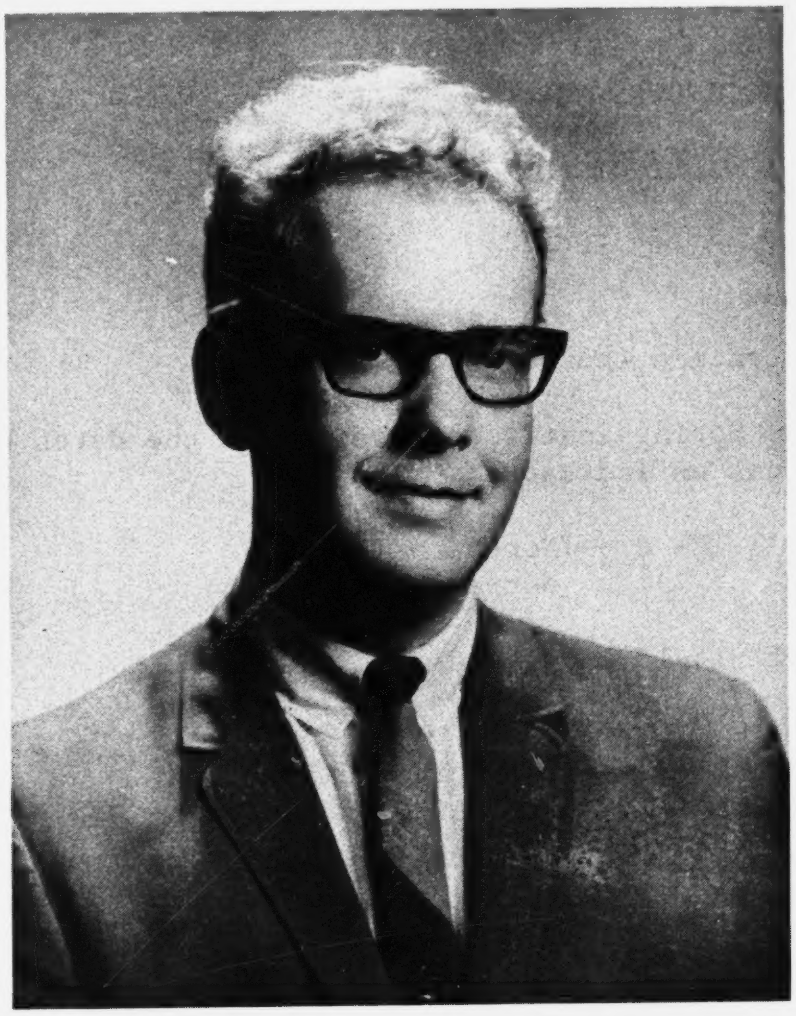
Recommendations for the structure and content of such possible future projects will also be solicited by means of the above methods.

RESOURCES AND FACILITIES

The Division of Pupil Personnel and Guidance and the Division of Adult Education of the Indiana State Department of Public Instruction have made preliminary arrangements at the Center for Continuing Education, Notre Dame University, Notre Dame, Indiana for the Spring and Fall Institute sessions for Northern Indiana. Similiar arrangements were made in Indianapolis, Indiana, and at the Inn in Spring Mill State Park, Mitchell, Indiana, for similiar sessions to be conducted in central and southern Indiana respectively.

The above locations have available facilities established for residential conferences of this nature.

Supporting services and facilities which are available in the named locations or which will be provided include library materials, film laboratories, counseling facilities, conventional teaching aids, hand-out materials, and rooms for small group sessions as needed.



GOLDEN I. LANGDON -- Augusta College, Augusta, Georgia

Dr. Langdon served as the lead consultant throughout this Institute-series. His contributions were valuable to the planning of the specific content and nature of the material presented as well as in the presentation and implementation of the programs.

PROGRAM - SCHEDULES

for

INSTITUTES FOR COUNSELORS OF EDUCATIONALLY DISADVANTAGED ADULTS

The next few pages contain the following items:

1. Program for Spring Institute Sessions on the dates and in the locations as indicated:

   April 7- 8 -- Northern Indiana
   Notre Dame, Indiana

   April 14-15 -- Central Indiana
   Indianapolis, Indiana

   April 21-22 -- Southern Indiana
   Mitchell, Indiana

2. Tentative Program Schedule for Inter-current Institute. Report of Inter-current Institute, held at Ball State University on June 25-30, 1967.

3. Program for Fall Institute Sessions on the dates and in the locations as indicated:

   October 20-21 -- Northern Indiana
   Notre Dame, Indiana

   November 3- 4 -- Central Indiana
   Indianapolis, Indiana

   November 10-11-- Southern Indiana
   Mitchell, Indiana

PROGRAM

First of two-day Session - Spring, 1967

FRIDAY MORNING:

8:30 --	Registration	
	April 7- 8 -- Notre Dame, Indiana April 14-15 -- Indianapolis, Indiana April 21-22 -- Mitchell, Indiana	
9:00 --	Welcome	Walter Penrod
	INSTITUTE PURPOSE & OBJECTIVES	Sparkle Crowe
	SURVEY OF PARTICIPANTS	Joseph Payne
10:30 --	Reaction & Response -- Coffee	Fred Croft Gerald Quinn
	ADULT BASIC EDUCATION IN INDIANA	Rose Mary Pattison
12:00 --	Lunch Break	

FRIDAY AFTERNOON:

1:00 --	PSYCHOLOGY OF THE UNDER-EDUCATED: IMPLICATIONS FOR COUNSELORS	Golden I. Langdon
2:30 --	Break - Coffee and Discussion	
	THEORETICAL BASES FOR COUNSELING EDUCATIONALLY DEFICIENT ADULTS	Golden I. Langdon
	Discussion of Expense reimbursement procedure and distribution of Forms to participants	Rose Mary Pattison
5:30 --	Dinner Break	

FRIDAY EVENING:

7:00 --	ROLE-PLAYING demonstrations and small group work -- counseling approaches.	Joseph Hollis Earl Ricksecker John Craddock

PROGRAM

Second of two-day Sessions - Spring, 1967

SATURDAY MORNING:

8:00 -- Convene

INDIVIDUAL & GROUP APPRAISAL TECHNIQUES — Roger Axford

9:30 -- Break - Coffee & Discussion

INFORMATION NEEDS OF THE UNDER-EDUCATED ADULT — Golden I. Langdon

EFFECTIVE USE OF COMMUNITY RESOURCES — Jack Bobay

12:00 -- Lunch Break

SATURDAY AFTERNOON:

1:00 -- Convene

Participants turn in reimbursement claim
Forms and Q-Sort Record Sheets

PANEL FORUM: AMALGAM OF COUNSELING SERVICES

Joseph W. Hollis - Moderator
John R. Craddock - Moderator

Panel Members:

Harold Bell
Doris Miller
Marion Alley
Richard Stafford
Virginia Stitle
Louise Joyner

SUMMARY AND EVALUATION — Rose Mary Pattison

3:00 -- Adjourn

WORKSHOP FOR COUNSELORS IN ADULT BASIC EDUCATION
June 25-30, 1967, Kitselman Conference Center
Ball State University, Muncie, Indiana

Co-Directors: Dr. John Craddock & Dr. Joseph Hollis

TENTATIVE SCHEDULE

SUNDAY EVENING:

6:00 -- Dinner

7:00 -- Purpose - Orientation - Opening Remarks

John R. Craddock Rose Mary Pattison
Joseph W. Hollis Donald Whitehead

MONDAY - THURSDAY - MORNINGS:

8:30 -- Lectures, Panels, and Group Discussions

Monday: Helen Sornson Wednesday: Helen Sornson
Tuesday: John Pole Thursday: John Pole
Friday: John Pole

10:00 -- Break

10:15 -- Lectures Panels and Group Discussions

Monday: Peter Cacavas Wednesday: Peter Cacavas
Tuesday: Peter Cacavas Thursday: Helen Sornson
Friday: John Craddock & Joseph Hollis

AFTERNOONS:

	GROUP I	GROUP II	GROUP III
1:00 --	Tapes Bob Hayes	Study	Seminar John Pole
3:00 --	Seminar Helen Sornson	Counseling Ray Gale*	Tapes Earl Ricksecker

EVENINGS:

6:30 --	Counseling Bob Hayes	Seminar Peter Cacavas	Study
8:00 --	Study	Tapes Ray Gale	Counseling Earl Ricksecker*

*Mr. Whitehead will work with all three Groups.

FRIDAY AFTERNOON:

1:00 -- JOINT MEETING OF GROUPS I, II, & III

Joseph Hollis & John Craddock

3:00 -- Adjourn

PROGRAM

First of two-day follow-up Session - Fall, 1967

FRIDAY MORNING:

8:00 -- Orientation of Newcomers — Golden I. Langdon

8:30 -- Registration

October 20-21 -- Notre Dame, Indiana
November 3- 4 -- Indianapolis, Indiana
November 10-11 -- Mitchell, Indiana

9:00 -- ADULT EDUCATION MOVEMENT -- IMPLICATIONS FOR THE PUBLIC SCHOOLS — Walter J. Penrod

THE SECOND MILE — Sparkle Crowe

OVERVIEW OF ADULT BASIC EDUCATION IN INDIANA — Rose Mary Pattison

ADULT BASIC EDUCATION IN ACTION

10:30 -- FILM: "I Couldn't Sign My Name"

AUDIENCE REACTION — Earl Ricksecker

RESPONSE: Adult Basic Education Students from Local Current Classes in Indiana --

Northern Indiana -- Lewis Powell, Director,
South Bend, Indiana

Central Indiana -- Donald Coleman, Director,
Indianapolis, Indiana

Southern Indiana -- Newton Hatfield, Director,
Jeffersonville, Indiana

12:00 -- Lunch Break

FRIDAY AFTERNOON:

2:00 -- FOCUS ON FEELINGS

Forum: Robert Hayes -- Moderator
Earl Ricksecker   H. Mason Atwood
Golden I. Langdon   Fred Croft

3:15 -- Discussion of Expense Reimbursement

3:30 -- Coffee Break

PROGRAM

First of two-day follow-up Session - Fall, 1967

FRIDAY AFTERNOON: (Cont.)

4:00 -- DISCUSSION OF ATTITUDE INVENTORY (Follow-through from Spring Sessions)	Joseph C. Payne
5:00 -- Dinner Break	

FRIDAY EVENING:

7:00 -- THE COOPERATIVE APPROACH TO ADULT BASIC EDUCATION	John R. Craddock
8:00 -- THE COOPERATIVE APPROACH . . . (cont.)	
Small Group Sessions	John R. Craddock H. Mason Atwood

PROGRAM

Second of two-day follow-up Session - Fall, 1967

SATURDAY MORNING:

8:00 -- FILM: "The Power of the Poor"	Joseph Luten
Discussion - Audience Reaction	
9:30 -- Coffee Break	
9:50 -- THE 3-D CONCEPT IN INFORMATION PROCESSES	Joseph Hollis
11:30 -- Lunch Break	

SATURDAY AFTERNOON:

1:00 -- Plenary Session	
Participants submit reimbursement claim Forms and completed Attitude Survey Forms	
1:15 -- THE COUNSELOR'S DILEMMA	Golden I. Langdon

PROGRAM

Second of two-day follow-up Session - Fall, 1967

SATURDAY AFTERNOON: (Cont.)

2:00 -- SUMMATION AND A LOOK TO THE FUTURE	Rose Mary Pattison
2:30 -- Adjourn	

"Hasta La Vista"

"AS WE THINK OF TODAY -- IT IS THE ENDING OF YESTERDAY, AND THE BEGINNING OF TOMORROW."

JOSEPH W. HOLLIS and JOHN R. CRADDOCK, co-directors of the inter-current institute, are reviewing Adult Basic Education materials which were selected and made available in the classroom throughout the week of the inter-current residential institute.

REPORT
OF
INTER-CURRENT INSTITUTE FOR COUNSELORS
OF
ADULT IN BASIC EDUCATION

INTRODUCTION

A one-week Inter-current Institute Program was conducted by Ball State University for counselors of adults who have less than an eighth grade education. The Institute was designed as an integral part of the total program, but for a selected number of counselors who had participated in the Spring Institutes.

The Inter-current Institute was planned to provide the depth believed to be needed and then effort was made to determine if it made any difference in enrollees as compared to those who participated only in the two-day Institues.

RELATIONSHIP TO THE TOTAL PROGRAM

Ball State University was asked by the Division of Adult Education of the State Department of Public Instruction to offer this one-week residential training program. Through the Office of Extended Services a contractual arrangement was made. The Institute was held during the week of June 25 through 30, 1967, at the Kitselman Conference Center at Ball State. The participants were housed and fed at the Center and a major portion of the instructional program conducted there.

The faculty of the Inter-current Institute was an integral part of the Spring and Fall institute programs. The two co-directors, Dr. John Craddock and Dr. Joseph Hollis, were active in planning and developing the program from its conception to completion. Other staff of the Inter-current Institute were also involved in the Spring and Fall programs.

The Inter-current Institute was different from the Spring and Fall Institutes in that if offered more intensive involvement through opportunities to interact directly with Adult Basic Education students. The emphasis was on the counselor's role as he works with the student. The didactic work in the Inter-current Institute placed emphasis on the psychological and sociological factors impinging upon Adult Basic Education. This Institute was not completely separate nor totally different from the two-day institutes, but designed to serve as an intensification of the two-day sessions.

OBJECTIVES OF THE INTER-CURRENT INSTITUTE

The Inter-current Institute, in addition to expanding the experiences of the two-day Institutes, had these specific objectives:

a. To provide counselors with a deeper understanding of the psychological, sociological, cultural, and educational needs of undereducated adults.

b. To provide counselors with interviewing techniques for working with undereducated adults.

c. To improve counselor's understanding of sociological differences between the undereducated adult and individuals exhibiting middle class standards.

d. To assist counselors in understanding psychological differences as well as the sociological differences.

e. To provide counselors with direct confrontation with Adult Basic Education students in a school setting.

f. To sharpen the differences in the role and function of an elementary education for adults in comparison with children.

g. To create an awareness on the part of counselors of the numerous differences that exist between counseling adults and counseling youth; some of the differences existing because of crystallized value systems in adults as compared to children and youth.

ASSUMPTIONS

In establishing the format of the Inter-current Institute the co-directors made basic assumptions which were fundamental in the planning of the program and the selection of the faculty. These were as follows:

a. Participants in the Institute will have had counselor preparation for working with children and youth, but very little preparation for working with educationally disadvantaged adults.

b. Educationally disadvantaged adults will have needs necessitating unique and different counseling skills from those for the average middle class teenager.

c. Counselors can make a greater change in their attitudes, value, skills, and understandings of Basic Education Students if the counselors are provided an opportunity to work directly with such students.

d. The Adult Basic Education student has many value systems and an interdisciplinary approach toward understanding him will be more beneficial for the counselor.

e. Research studies are not comprehensive enough to show the one best way to work with Adult Basic Education students in a counseling relationship, but faculty and participants together may explore some possibilities which would be effective.

f. For counselors to function adequately as members of a school team, the counselor needs to be introduced to the materials, curriculum and techniques with which the Adult Basic Education student will be working.

PARTICIPANTS

The participants in the Inter-current Institute were public school employees and eligible to be counselors in the Adult Basic Education program in Indiana. Each had been a participant in one of the Spring, two-day institutes. Indications of interest in further training were elicited at the Spring institutes and application forms mailed to potential participants from the Division of Adult Education. Eighteen persons were selected by a committee composed of the Director of the Division of Pupil Personnel and Guidance, the Director of Adult Basic Education and the co-directors of the Inter-current Institute. Of these, fifteen were in actual attendance.

PUBLICITY

The publicity for the Inter-current Institute was part of the total pubicity releases from the State Department of Public Instruction on the Institute program. It included letters to all school corporations throughout the State. In addition, Ball State University made publicity releases regarding each individual student to the counselor's home town paper as well as general releases. Other mailings of an informational nature were also sent to the selected participants.

FACULTY AND CONSULTANTS

The staff of the Inter-current Institute consisted of the two co-directors, one full-time Adult Basic Education supervisor, two representatives from the State Department of Public Instruction and two professors from other Universities who served as consultants.

The Institute staff, with the exception of Mr. Whitehead, the Adult Basic Education supervisor, were all on part-time status. The co-directors shared time so that one was always on hand. The two State Department representatives and consultants from other Universities were present for the primary purpose of becoming involved thus assuring continuity to the institute series -- Spring, Summer and Fall.

LIVING AND HOUSING ACCOMODATIONS

The Kitselman Conference Center at Ball State University provided housing and meals. The didactic portion of the program, seminars and group discussions were also conducted at the Center. All meals were served in the dining room at small tables to encourage discussion. During morning and afternoon breaks, coffee and snacks were provided and an evening snack was available after the class activities.

PROGRAM FORMAT

The program began with dinner on Sunday evening, June 25, and terminated at 3:00 p.m. on Friday, June 30.

During each day, the program was divided into three blocks of time. A morning block of time from 3:30 to 11:45 consisted of two sessions with lectures, panels, group discussions and films, and a noon session from 11:45 until 1:00 included the lunch hour with enrollees informally discussing problems with faculty as they ate.

The afternoon block of time was divided into three sessions and conducted for three groups. Afternoon sessions for Group I allowed enrollees to play tapes and select parts of the tapes for discussion with the group leaders, Dr. Hayes and Dr. Sornson, in a seminar session. Group II had opportunity to listen to their own tapes made from counseling sessions with Adult Basic Education students or look over educational materials in a study session. From 2:30 until 4:00 p.m., this group had a counseling session with adults in the Muncie Adult Basic Education program under the leadership of Dr. Gale and Mr. Whitehead. Group III had seminar from 1:00 until 2:30 p.m. with Dr. Pole and a tape session from 2:30 until 4:00 p.m. led by Dr. Ricksecker.

The evening block of time was also divided into two sessions. Group I in the first session after dinner worked with Adult Basic Education students under the leadership of Dr. Hayes and Mr. Whitehead and a study session from 8:00 until 9:30 p.m. Group II was with Dr. Cacavas in seminar from 6:30 until 8:00 p.m. and a tape session with Dr. Gale followed. Group III used the first part of the evening in a study session and the latter part of the evening was spent with Dr. Ricksecker in counseling Adult Basic Education students.

In this way, each day each participant had two didactic sessions, a seminar, a counseling session, a tape session, and a study period. Each enrollee had opportunity to work in five different faculty-staffed sessions and with a minimum of three different faculty members each day. (As indicated on Program Format, page 13.

PROGRAM CONTENT

The content of the Institute was by necessity condensed, and selection had to be made of those topics, areas, and materials which were directly related to the objectives of the Institute.

Content areas were identified under the typical discipline areas of psychology, sociology, social psychology, counseling, elementary education, adult education, and informational communication. Each was utilized to assist the participants in gaining materials most applicable to Adult Basic Education.

DAILY SCHEDULE

(For Sample of Daily Specific Time Plan, see page 13.

During the Institute, the enrollees were given opportunity to examine, use and interact with material and people from the different disciplines. Some areas were deleted because the staff felt the enrollees had skill in these areas, and others which could have been presented were not offered because of the time element. Participants were assisted in learning skills and techniques peculiarly applicable to counseling undereducated adults.

Faculty members were primarily concerned with helping counselors to gain a better understanding of and examining their own abilities and attitudes in working with undereducated adults. An important focus was on the creation of an openness and awareness of additional information rather than on trying to cover all aspects of Adult Basic Education.

METHODS OF PRESENTATION

Methods of presentation varied from one session to the next and often more than one method was used within a given session. Lectures were illustrated by films, projectors, chalk boards, etc.

In the morning sessions panels and forums were also used. One panel of community resource people consisted of Dave Metzgar, Delaware Probation Officer, Bob Foster, Director of Delaware County Office of Economic Opportunity, and Gene Petty, Personnel Director of Warner Gear Company. One of the morning sessions was a presentation of Adult Basic Education instructional materials.

Informal discussions were frequent and were held at all times of the day. They often lasted late into the night. Seminars were planned and conducted around the needs of the enrollees and many times the seminars were an outgrowth of specific topics presented during the morning. Such seminars were usually conducted by the same faculty members responsible for the morning session which made possible a direct relationship between didactic work and dicussion.

Counseling sessions were recorded within classrooms and were privately conducted. Following the counseling sessions a tape session always occurred in which participants selected parts of their own tapes to play for their peers and ask for comments to facilitate improvement of their skills and techniques for helping undereducated adults.

Consultations were held frequently among directors and faculty, faculty and faculty, and faculty with students. Methods of presentation and the content of the institute were kept flexible to make possible the expansion of any part which seemed important or the omitting of that which was not applicable or timely to the situation and enrollees. In other words, had the enrollees been different, the presentations and program content would have been different.

The didactic content included the following topics:

a. Knowing myself -- who am I?

b. Elementary Education for educationally deprived adults.

c. Motivating the learner.

d. Cultural affects upon the development of personality.

e. Special personality problems of the culturally deprived.

f. Psychological differences between socio-economic classes.

g. The impact of cultural values.

h. The sociology of the inner city as applied to the undereducated.

i. Utilizing community resources.

j. The undereducated adult as a learner.

k. The three-dimensional concept of information for adult basic education.

INVOLVEMENT OF ADULT BASIC EDUCATION PEOPLE

To achieve the goal of the Institute in providing counselors with direct confrontation with an adult basic education student in a school setting arrangements were made with Dr. Durwood Cory, Superintendent, Muncie, Community Schools, for these counseling sessions. The supervisor of the local program, Mr. Donald Whitehead was a full-time staff member of the Institute.

Sixty-five interviews were conducted by participants in the Institute. The actual counseling relationship was considered a major high-light of the Institute by the enrollees. The counseling sessions had the effect of making the rest of the sessions more meaningful. The extensive amount of work and the cooperative spirit of Mr. Whitehead made this possible. The adult basic education students were most cooperative, appreciative, and responded well to the opportunities for counseling which were presented to them.

BUDGET

The business arrangement for funding the Institute was in the form of a contract signed between the State Department of Public Instruction and Ball State University. This contract included budgetary allotments for Dr. Craddock and Dr. Hollis as Co-directors;for the six Ball State University faculty members who served on the Institute staff; for Mr. Whitehead as part of the staff; and for the two consultants from other Universities. Each staff member put in more actual time than was anticipated and all went "the second mile" to make the Institute a success. Budgetary allowances were made for meals and housing which were provided without cost to the participants and a limited amount was allowed for faculty meals in order that they could be involved in the meal-time discussions. No allottment for travel or per diem was made for payment directly to enrollees or staff.

Budget allowances were made for cost of materials, secretarial work and the preparation of the final report. Specific line entry budgetary records were maintained in the Ball State Business Office and in the State Department of Public Instruction.

EVALUATION PROCEDURES

Continuous evaluation was an integral part of the workshop. From these evaluations changes in program content and emphasis were made in order to meet immediate needs. Summaries and comments were written by the enrollees on each day's activities and these were used to modify the program. They also provided a vehicle for discussion. This immediate feedback was invaluable.

Faculty evaluation in regular staff sessions were held throughout the week of the institute. At mid-point of the institute an evaluative session in which faculty, consultants, and students were involved was held. This session at the home of one of the co-directors lasted two hours and was in the form of a social hour at the close of the regular class sessions of that day.

An evaluation sheet was given each enrollee at the last class session which attempted to ascertain the growth of each enrollee during the workshop as well as to identify the committment of each to Adult Basic Education during the next school year. A letter was sent to each enrollee's superintendent requesting the superintendents to provide feedback on the effectiveness of the enrollee in his work with the adults of the community.

Additional evaluation was made through informal talks with the enrollees at the Fall Institutes and through the pre and post tests especially designed for the Institute series by Mr. Joseph Payne, Director of Research and Planning of the Indianapolis Public Schools.

PARTICIPANTS EVALUATIONS

The participants indicated that the greatest influence on them during the Institute was the actual interaction with Adult Basic

Education students. These contacts revealed to the participants the actual needs and problems of undereducated adults, and their need for counseling. The Adult Basic Education students became more than the intellectual generalizations. They became living flesh and blood people.

Next in importance as listed by participants was gaining a deeper understanding of the inter-disciplinary nature of counseling. The participants were astounded by the many different people who must become involved for effective counseling sessions with Adult Basic Education students. The participants felt that the team approach was not only taught, but exemplified by the Institute staff.

The residential setting, living together for the entire time, was cited by participants as having an important influence. They felt that they were saturated with the subject of concern on the practical as well as the theoretical level.

Two changes in concepts were recorded by participants. First they were forced to the realization that people do live with different value systems and the value systems possessed by undereducated adults may be very different from their own as counselors. The second change in attitude was toward the kinds of people enrolled in Adult Basic Education. They had expected the students to be resentful and selfish but found them able to carry themselves with dignity and to show a great deal of wisdom.

Reactions to specific kinds of learning activity were all on the positive side. Lectures, Panels, Consultants, Seminars, Tapes, Counseling Sessions, Meal Sessions, and Informal Sessions were all looked upon with favor. As a group the enrollees felt that more time was needed in the tape sessions.

The tape sessions were found to be devilishly frustrating, but were considered a real source of learning. More time was felt to be needed in order to realize their potential.

The counseling sessions were quite threatening for most enrollees, but were generally thought to be most valuable experiences.

The participants expressed a real desire to fulfill a sense of committment gained during the week. Initiation of an Adult Basic Education program was the goal of several participants and most students were anxious to become involved in this kind of program for adults.

SUMMARY

A one-week residential institute for school counselors who work with undereducated adults was conducted by Ball State University during the week of June 25 through 30, 1967. The institute was conducted through a contractual arrangement with the Indiana State Department of Public Instruction.

Participants were selected by a committee composed of the co-directors of the institute and personnel of the State Department of Public Instruction. Eighteen people were selected, and fifteen attended.

Staff members of the institute were from Ball State University, Indiana University, and Morehead State University of Kentucky, the State Department of Public Instruction, and the Muncie Community Schools.

The program was designed so that in any given day each participant had two didactic sessions in the morning and four sessions in the afternoon and evening where he had opportunity to work in a seminar, a counseling session, in a tape session related to counseling and a study period for personal work.

To achieve direct confrontation with adult education students the enrollees and staff of the Adult Basic Education Program in Muncie were used.

Budgetary items were for coordination, instructional staff, consultants, food and housing, instructional materials, secretarial help and overhead.

A variety of evaluation techniques were used, including daily summaries, informal sessions among students and staff, regular staff sessions, evaluation of adult basic education students, a student evaluation sheet and the utilization of a pre and post test given in the Spring and Fall Institutes.

All practicum counseling sessions between institute participants and adult learners were tape-recorded for review later by the counselor enrollees and for use in the tape sessions.

This Tape Session was for counselor enrollees and institute faculty to review the tape recordings of a counseling session between one of the enrollees and an adult basic education student from the on-going program in Muncie, Indiana.

INSTITUTE EVALUATION

Both the enrollees who attended only the Spring and Fall Sessions and those who also attended the intercurrent institute were tested by Situational and Q-Sort Tests to determine their perception of the role of counselors of educationally disadvantaged adults.

Effort was made to determine:

1. Whether or not the counselors who attended only the Spring and Fall sessions reflected any change in their approach toward working with the target group.

2. Whether or not those counselors who also attended the longer, more intense Institute reflected the gain of a greater degree of insights, understandings, and skills for working with the adult learners than did the counselors who attended only the two-day sessions.

This pre- and post-measurement of the participant's perception and knowledge of and attitudes toward the adult learner was executed through the use of a Situational test and a Q-Sort test developed for this purpose by a consultant skilled in the area of testing.

This consultant appeared on the program and discussed the method and importance of surveying the counselor's perception of educationally disadvantaged adults. This was done with the institute participants before the distribution of the instruments at the beginning of the first session of the institute series. The Situational test was then completed by each individual participant and the Q-Sort packet was distributed to each participant to work with and return upon completion.

The institute consultant for testing gave a preliminary analysis from the Spring Sessions of both the Situational test and the Q-Sort test. This discussion-analysis was presented at the Fall institute sessions before the tests were administered the second time to the participants.

The administrative staff was aware of the fact that a more conventional evaluation might have examined the participants' reaction to or observations of the institute relative to items such as the following:

Mechanics --

Location
Length of institute
Reimbursement of expenses

Structure --

Formal - informal: (Desirability)
Significant features

Materials --

- Presentations
- Papers
- Supportive resources
- Hand-out items

Evaluation Process --

- Formal - informal
- Threatening - non-threatening
- Useful - Educational

Subject Matter --

- Varied - Limited - Specialized
- Suitable -- in view of institute goals
- Respectful of educational level of participants

Personnel --

- Skilled
- Naive
- Trained
- Untrained

Objectives --

- Institute objectives -- were they realized?
- Conferees objectives -- were they realized?

Impression --

- Statement of final, over-all impression

The means of evaluation used was on the premise that the Adult Basic Education Program itself in Indiana and those charged with its administration could benefit from an examination of the attitudes of the institute participants who, hopefully, would be supporting this program throughout the State.

A discussion of the evaluating devices and of the evaluation itself by the consultant Joseph C. Payne follows.

PARTICIPANT-ORIENTED OBJECTIVES FOR THE INSTITUTE FOR COUNSELORS OF EDUCATIONALLY DISADVANTAGED ADULTS

Joseph C. Payne

In order to establish an evaluation design for such an institute procedure, it is necessary to determine what the objectives will be in terms of expected or anticipated participant behavior. The statement of objectives in this framework will then lend to an accurate and complete evaluation pattern.

The following matrix is one which reflects the major objectives of the institute and the taxonomic approach to objective creation found in the cognitive and the affective domains. In order to efficiently and effectively describe all of the objectives one might devise for the possible behavioral change that might take place in the institutes, it is necessary to approach the listing of these objectives in this manner. Rather than create a long, over-wordy list of narrative forms, the matrix will allow a proper distribution of the objectives among the various forms of measurement that may be possible.

The manner in which one is required to read the matrix will necessitate the use of an opening stem of a basic sentence. The opening sentence stem will read, "The counselor of educationally disadvantaged adults should - - - - ." The framework for the implementation of this objective is common to all objectives and would of necessity be the unique counselling situations confronting the counselor when dealing with the disadvantaged adult. Therefore, an example of an objective extracted from the matrix below might be, "The counselor of educationally disadvantaged adults should develop a knowledge of the sociological needs of the under-educated adult, when dealing with the problems specific to this type of counselee." (I.B.2) The cells not checked are elements not appropriate to this current effort.

In order to continue the efficient approach to this treatment of objectives and measurement design, the various proposed techniques of measurement will be categorized according to the objectives they purport to serve. This listing will in part describe the extent to which paper and pencil measuring instruments can be used in connection with the institutes.

OBJECTIVES INSTITUTE CONTENT	I KNOWLEDGE	II COMPREHENSION	III APPLICATION	IV WILLINGNESS TO ACCEPT ROLE (RECEIVING) (ATTENDING)	V EVALUATION	VI VALUING (ACCEPTANCE)	VII RESPONDING (WILLINGNESS TO RESPOND)
A.I ROLE-COMPETENCY	X	X	---	X	---	X	X
A.2 ROLE-DIAGNOSTICIAN	X	X	---	X	---	X	X
A.3 ROLE-CONFIDANT	X	X	---	X	---	X	X
A.4 ROLE-LISTENER	X	X	---	X	---	X	X
A.5 ROLE-CLARIFIER	X	X	---	X	---	X	X
B.1 NEEDS-PSYCHOLOGICAL	X	X	---	X	X	X	X
B.2 NEEDS-SOCIOLOGICAL	X	X	---	X	X	X	X
B.3 NEEDS-CULTURAL	X	X	---	X	X	X	X
B.4 NEEDS-EDUCATIONAL	X	X	---	X	X	X	X
C.1 TECHNIQUES-INTERVIEW	X	X	X	---	X	---	---
C.2 TECHNIQUES-RECRUITING	X	X	X	---	X	---	---
C.3 TECHNIQUES-RETAINING	X	X	X	---	X	---	---
C.4 TECHNIQUES-TESTING	X	X	X	---	X	---	---
C.5 TECHNIQUES-EVALUATION	X	X	X	---	X	---	---
C.6 TECHNIQUES-FOLLOW-UP	X	X	X	---	X	---	---
D.1 EXPERIENCES-PRACTICUM	---	---	X	---	X	---	---

The following matrix is a shortened version of the objectives-content matrix immediately preceding. For the purposes of classifying the areas covered by the instruments suggested, this smaller configuration will be pressed into service.

INSTITUTE CONTENT OBJECTIVES	A. ROLE	B. NEEDS	C. TECHNIQUE	D. PRACTICUM
I. KNOWLEDGE	X	X	X	---
II. COMPREHENSION	X	X	X	
III. APPLICATION	---	---	X	X
IV. ROLE ACCEPTANCE	X	X	---	---
V. EVALUATION	---	X	X	X
VI. VALUING	X	X	---	---
VII. RESPONDING	X	X	---	---

Suggested Measuring Instruments and Objectives Served.

1. Terminology Mastery Test
    a. Knowledge of role (I.A.)
    b. Knowledge of needs (I.B.)
    c. Knowledge of techniques (I.C.)
    d. Comprehension of role (II.A)
    e. Comprehension of needs (II.B)

2. Perceptual Change Test (Situational-Attitudinal)
    a. Role Acceptance (Role) (IV.A.)
    b. Role acceptance of needs (IV.B.)
    c. Response to role (VII.A.)
    d. Response to needs (VII.B.)

3. Study of Values (Allport-Vernon-Lindzey)
    a. Valuing of role (VI.A.)
    b. Valuing of Needs (VI.B.)

4. Q-Sort (Perceptual)
    a. Role acceptance (Role) (IV.A.)
    b. Role acceptance of needs (IV.B.)
    c. Response to role (VII.A.)
    d. Response to needs (VII.B.)

The following are the objectives not measurable by the tests.

III.C Application of techniques
III.D. Application of practicum
V.B. Evaluation of needs
V.C. Evaluation of techniques
V.D. Evaluation of practicum

The above objectives not served by the tests will in all probability be a part of a more subjective evaluation by the counselor himself at some later date.

1. Terminology Mastery Test - Counselors of Adults

This test should contain no more than 100 items. It is most desirable that the test have 50 good items in the interest of time.

Because the purpose of this type of test is basically to determine true mastery of knowledge and comprehension (I. and II.), it is desirable that all participants eventually gain full understanding of all terms listed and that a perfect score is desirable.

The items should represent a broad sampling of all terms unique to the field of counseling under-educated adults. All items should be true-false. Directions for the examinee should contain the proviso that all statements not false should be marked "true."

A separate answer sheet should be used for speed and accuracy of scoring. (See attached)

The following format is suggested.

TERMINOLOGY MASTERY TEST

In the following series of statements, you are to determine if a statement is true or false. Because not all definitions of words are clear, variations in meaning can occur. You are to determine primarily if the statement is false. If it is not false, mark the statement true.

In order to provide efficiency for scoring, mark your answer on the accompanying answer sheet. Mark a "1" if the statement is true and "2" if the statement is false. Use a regular No. 2 pencil. Do not use ball point pen or ink.

(T) 1. Some functionally illiterate adults are fully capable of reading and writing simple names and words.

(F) 2. The psychological needs of the under-educated adult need never include success aspiration because of his successful response to the deprived environment and the extra non-middle class pressures.

(F) 3. Counselors of disadvantaged adults can improve communication with counselees by "learning" and speaking the dialect and language.

4. etc.

5. etc.

.
.
.

20.

.
.
.

25.

Perceptual Change Test - Situational-Attitudinal

This test with about 20 items represents a sampling of situations and conditions unique to the counseling of educationally disadvantaged adults. The test contains directions for marking a separate answer sheet so that there is ease in scoring. The items on the test are of such a nature that a change in perception or attitude will elicit a change in choice of answer in each item.

An alternate possibility could be to request, early in the institute, that participants supply situations unique to the topic. From these ideas, items could be created. The number should not exceed 50 because of the time of administration involved.

The following is a format of the Situational Test:

SITUATIONAL TEST - COUNSELORS OF ADULTS

This test is an attempt to determine how you perceive certain situations connected with the counseling of adults. On the separate answer sheet indicate your choice of alternative by marking the appropriate space. Be sure and put your name on the answer sheet. Use a No. 2 pencil. Do not use ball point pen or ink.

---

1. An adult counselee has been referred to you for the purpose of determining what educational decisions might be made for him. Information about the adult is minimal. You suspect that the adult has had little schooling. The first thing you would do is:
    1. Give the adult an intelligence test.
    2. Send the adult out of the room to fill out a questionnaire about himself.
    3. Acquaint yourself with the adult and provide cue questions about the adult's educational background.
    4. Advise the adult of the abilities you have as a counselor and the limitations under which you must work in order to do the job you think is required.
2. You receive a telephone call from an adult who claims he has been rejected from a possible job because of his lack of education. Your response to him on the telephone would generally be:
    1. A series of questions to determine the truth of the statement.
    2. A request that the adult come to you to discuss what could be done about the situation.

    3. A referral of the call to the nearest day high school.
    4. A description of the service you offer and the limitations of those adults you are attempting to help get ahead in the world.

3. etc.
4. etc.

Scoring of the test involves a knowledge of which of the four alternatives is the most desirable response, the next most desirable, the third most desirable, and the least desirable.

A weighting of the items can give a total score. If the most desirable were weighted "four" and so on to "one" for the least desirable, the higher the score, the more perceptive the counselor. If a straight right-wrong pattern is chosen for scoring, one would record all the items that a person chose incorrectly (least desirable). Either scoring pattern would reveal a change.

If there were 25 items, a perfect perception would be 100 points, and a completely undesirable perception would be 25 points. Any weighting scheme could be adopted.

All items should reflect the stated desirable objectives. (See objectives section). These are generally needs of adults and the role of the counselor as they relate to the maturity of the counselor's acceptance of a desirable role for himself and a desirable response to the adult needs and his role. In this way perception can be measured and once quantified, evaluated.

Study Of Values - Allport-Vernon-Lindzey

This standardized test purports to assess value systems of any individual. In the case of the counselor training at the institute sessions, it is possible that no change would be detectable. This is primarily due to the fact that the items do not relate directly to the objectives they serve.

There would be no basic loss in worth to a final evaluation, if the Study of Values becomes descriptive in nature. Knowledge of value systems of this unique group can be essential to understanding the learning pattern in context.

It can be postulated that a counselor would hold high values for aesthetic, social and political systems. In this case, the service to the objectives (VI.) of valuing his own counselor role in relation to the under-educated adult and valuing (accepting) the basic needs of the under-educated adult can be rendered.

It is advisable that the Study of Values be administered early in the sessions in April, again at Ball State, and again in the Fall. If any change occurs, it would be valuable to know when such change occurred.

Q-Sort (Perceptual) Perceptions About the Under-Educated Adult

The results of the Q-Sort technique should reveal the predominance of one of the four following perceptive areas.

The rank order of the eventual sort will determine the predominant perception.

1. The under-educated adult is largely a product of an economic structure in an unique societal configuration.
2. The under-educated adult is basically a deficient, deprived individual in our society.
3. The under-educated adult is primarily an individual exhibiting unique educational properties including educational deficiencies due to the pattern of society referents.
4. The under-educated adult is first of all a human being in need of aid from others.

The four perceptual views shall be called:

Code:	Ed-Soc	1.	Economic-Social
	D-D	2.	Deprived-deficient
	Educ	3.	Educational
	Hum	4.	Individual human

Directions for completing the Q-Sort

1. There are 45 statements to be placed in a given pattern.
2. The first sort is accomplished by arranging the cards into 3 stacks of fifteen each. The first stack (15 cards) should contain statements you feel best describe the under-educated adult. The middle stack (15 cards) should contain those statements you feel help describe the under-educated adult, but are not as significant as those in stack one. The third stack (15 cards) should contain those you feel describe the under-educated adult least.
3. Beginning with stack one, containing the 15 statements you feel best describe the under-educated adult, arrange the 15 statements into 3 piles of 5 statements each. The first pile should contain those statements you feel best describe the under-educated adult. Place this pile face down. The middle pile of 5 cards should contain those statements you feel describe the under-educated adult, but are not as significant as those in the first pile. The third pile containing the remaining 5 cards should be placed face down on top of piles one and two.
4. Proceed with stacks two and three in the same manner until all statements have been arranged in a single stack of 45 cards with the most significant statements at the beginning of the stack and the least significant at the end.

5. Record the code numbers found on the face of each card on the accompanying Record Sheet. Beginning with the top card (most descriptive statement) record the code number in item one on the Record Sheet. Continue through the entire stack of 45 statements recording the code numbers in the corresponding items on the Record Sheet. Be sure your name is written on the Record Sheet.

6. Please retain the card stack for future sorts.

Q-SORT RECORD SHEET

Directions: After you have sorted the cards so that the most descriptive statement is the top card, record the card number in the appropriate spaces, beginning with the first space for the first card. Please write your name in the space at the bottom of this page.

1. ______
2. ______
3. ______
4. ______
5. ______
6. ______
7. ______
8. ______
9. ______
10. ______
11. ______
12. ______
13. ______
14. ______
15. ______
16. ______
17. ______
18. ______
19. ______
20. ______
21. ______
22. ______
23. ______
24. ______
25. ______
26. ______
27. ______
28. ______
29. ______
30. ______
31. ______
32. ______
33. ______
34. ______
35. ______
36. ______
37. ______
38. ______
39. ______
40. ______
41. ______
42. ______
43. ______
44. ______
45. ______

NAME______________________________ DATE__________________

PRELIMINARY ANALYSIS OF THE SITUATION TEST--
COUNSELORS OF ADULTS

Results of the situation test show great consistency between the three institute groups. The following table shows the descriptive statistics for the three groups and the total group.

Means and Standard Deviations

	Mean	Standard Deviation	N
Group I Notre Dame	88.4	3.4	38
Group II Indianapolis	88.7	4.2	93
Group III Spring Mill	88.3	4.7	44
Total	88.5	4.1	175

A perfect score is 100. The lowest possible score is 25. The ideal mean is 81.25. Chance response would yield a score of 62.5. Undoubtedly, some of the situations are clear as to ideal solution, hence, the means are slightly higher than ideal. It is also possible to assume that some of the participants had better than ideal scores due to experience and training.

Item analysis indicates an internal reliability of +.40. This instrument is measuring with some degree of positive accuracy.

Results of the second administration of this test will purport to show gain in understanding of the needs and problems centering on the under-educated adult. This gain can be assumed to have stemmed from both the institute itself and the effects of the learning during the interim period as a result of the institute.

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PRELIMINARY ANALYSIS OF Q-SORT-- COUNSELORS OF UNDER-EDUCATED ADULTS

The perceptions of individuals of the under-educated adult can be determined by using a series of statements about the attitudes, behavior, and relative economic level of the under-educated adult.

The 45 statements in the Q-Sort procedure tend to center about four basic perceptions. These are (1) the under-educated adult as an economic unit in the society, one who could be seen as part of the improvement pattern of current programs from an economic viewpoint; (II) the under-educated adult as a distinctly deprived and disadvantaged individual, not really a whole, balanced human unit in the societal structure; (III) the under-educated adult as one who is in need of education and is ready to accept education; and (IV) the under-educated adult as a human being, a distinctly equally valued unit in the societal structure.

In order to determine clearly and directly the significant mode of perception, the first 30 of the 45 statements arranged by each of the 145 respondents was tabulated according to each of the four perceptions.

The most significant perception which emerged was that of the educable adult (III). That is, most persons viewed the under-educated adult as one who was in need of education.

Almost equally significant was the perception of the under-educated adult as one who was deprived and disadvantaged by his culture (II).

The typical pattern revealed was:

I Economic Individual ------ 7 statements
II Deprived Individual ------ 8 statements
III Educable Individual ------ 9 statements
IV Humanized Individual ------ 6 statements
30

Several respondents arranged the first 30 statements in such a way that ties occurred between two of the perceptions. Of the ties that did occur, a combination of the educable and deprived adult appeared (II and III).

It is significant to note that the group chose those qualities referring to the elements they were studying at the institute and rejected the economic and humanized perceptions.

When a second Q-Sort is conducted, it would seem that perceptions referring to education would increase and perceptions referring to economics would decrease.

There was no significant difference between the various institute groups as to their basic pattern of perceptions.

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FINAL ANALYSIS OF THE RESULTS OF THE SITUATION TEST - COUNSELORS OF ADULTS

Final results of the Counselors of Adults - Situation Test given at the conclusion of the Institute session series are revealed by the basic comparison of the pre- and post-test data.

The second administration of the test was conducted for those individuals who attended the second phase of the Institute. This group was smaller and seemingly was composed of those individuals who could relate well with the purposes of the training sessions and who had gained some insight into the values of the first phase of the training.

The following table indicated the results of the first and second administration of the situation test.

TABLE--MEANS, STANDARD DEVIATIONS, AND +-RATIO OF THE MEAN DIFFERENCE OF RESULTS OF THE SITUATION TEST - 1907

	N	MEAN	Standard Deviation	+-Ratio	Significance
Pre-test	175	88.5	4.1	.6012	None
Post-test	64	88.8	3.1		

The slight change in the mean indicates that the values gained at the Institute were not measured by the situation test. However, it was evident from the calculation of the internal reliability, which was +.63, that the group who were tested in the second phase were more reliably tested.

The test itself was quite consistent. Reliability of stability between administrations was +.87. It may be inferred that the skills that the individuals brought with them to the Institute were maintained and were of such a nature that a high score was revealed even at the beginning of the Institute session. If one analyzes the professional background of the Institute participants, it is evident that many were knowledgeable in adult counseling before the Institute was held.

However, it is a fact that no significant change took place and the original norm group for this test scored a mean of 92.3. There is evidence that further training can be profitable.

In this regard, the summer training group, when grouped as a unit, exhibited no significant mean difference between the pre-test and post-test. This group moved from a mean of 89.8 to a post-test mean of 89.9. It is important to note this group does not differ significantly from the total group from which it was drawn. It is not possible to say that no change resulted from the summer Ball State workshop, but it is possible to say that if a change did occur, it did not register on this test.

The situation test can be revised profitably. There were, however, only three items on the test which showed need of change. When these items were revised, the mean scores for both testings remained unchanged.

Because of the size of the group for the second test administration, no attempt was made to differentiate among the three Institute groups. From the first test results, it is evident that there is no significant difference among the three Institute centers.

FINAL ANALYSIS OF Q-SORT
COUNSELORS OF UNDER-EDUCATED ADULTS

The Q-Sort for counselors of under-educated adults was administered to a smaller group for the second phase of the Institute for Counselors of Under-Educated Adults. This group consisted of 56 participants. The second administration was marked with a higher level of participation and a heightened activity level. Reactions to the process itself tended toward an anxiety state not characteristic of the first administration.

It is felt that these reactions indicate a rejection of the process of decision-making about one's own perceptions and not a rejection of the perceptions themselves. It is evident then that those who did respond did exhibit specific and accurate perceptions inasmuch as they, the respondents, voluntarily chose to determine their own perceptions though finding it difficult to face them.

The following table reveals the changes of the participants in perception of the under-educated adult from the first session to the second session of the Institute. The first 30 of the 45 statements were analyzed and a mean perception statement count was determined.

TABLE--DISTRIBUTION OF THE FIRST RANKED 30 Q-SORT STATEMENTS AMONG THE FOUR PERCEPTIONS OF THE FIRST AND SECOND PHASES OF THE INSTITUTE FOR COUNSELORS OF UNDER-EDUCATED ADULTS

PERCEPTIONS	FIRST	SECOND	DIFFERENCE
I Economic Individual	7.5	7.3	-0.2
II Deprived Individual	7.9	7.7	-0.2
III Educable Individual	8.8	9.4	+.06
IV Humanized Individual	5.8	5.6	-.02
Total Statements	30.0	30.0	0.0

It is obvious that the effect of the two phases of the Institute plus whatever learning process took place during the iterim period was to increase the counselors' perception of the under-educated adult as an educable entity.

Also, a slight lessening of the perceptions of the adult as an economic unit, the deprived individual, and the humanized individual is evident. These downward trends are not statistically significant.

The counselors' view of the under-educated adult as one who can and needs to be educated did change significantly. This is some indication that those who do deal with the under-educated adult will in all probability stay with the basic task at hand; that of providing education.

It is quite surprising that the counselor continued to view the under-educated adult least of all as a human being. Deprivation and economics did surpass this view. One can surmise that further training may be necessary to alter this perception pattern and its implications for counselor attitude.

The special group who received training at Ball State during the summer did not differ from the total group to any extent.

TABLE--DISTRIBUTION OF FIRST RANKED 30 STATEMENTS FOR THE SPECIAL SUMMER GROUP

PERCEPTIONS	FIRST	SECOND	DIFFERENCE
I Economic Individual	6.9	7.2	+0.3
II Deprived Individual	8.1	7.7	-0.4
III Educable Individual	9.0	9.1	+0.1
IV Humanized Individual	6.0	6.0	+0.0
Total Statements	30.0	30.0	0.0

MEASUREMENT EVALUATION

The Institute for Counselors of Under-Educated Adults presented an original challenge in measurement. Although only two measuring instruments were feasible, there were two other instruments which could have been used. These two unused instruments would have attempted to measure value system change and content achievement.

The two instruments which were feasible and were used attempted to measure perceptual change and level of role acceptance. It would appear that perceptions of the under-educated adult by participants were the only factor measured to any degree of validity.

Several areas were unmeasureable. These included the effect on the Institute of professional background of the participants, the effect of the period between training sessions, and the effect of the format of the presentations on the participants.

Evaluation can include a response by the participants in an annual followup in the following areas: (1) mechanics, (2) structure, (3) material, (4) evaluation process, (5) subject matter, (6) personnel, and (7) achievement of intrinsic and extrinsic goals of the participants.

SELECTED RESOURCE DOCUMENTS

The Resource Documents which were presented and submitted by participants of the Institute Program for inclusion in this Report of the Proceedings are as follows:

1. PURPOSES & OBJECTIVES OF INSTITUTE -- Sparkle Crowe
2. ADULT BASIC EDUCATION IN INDIANA -- Rose Mary Pattison
3. COUNSELING THE UNDER-EDUCATED ADULT -- Golden I. Langdon
4. THE SOCIAL-PSYCHOLOGICAL SPHERE OF THE UNDER-EDUCATED ADULT -- Golden I. Langdon
5. OUTLINE OF AN ORIENTATION AND GUIDANCE TRAINING SESSION FOR TEACHERS AND COUNSELORS OF UNDER-EDUCATED ADULTS IN SELECTED AREAS OF THE STATE OF KENTUCKY -- Golden I. Langdon
6. THE POWER OF THE POOR -- Joseph B. Luten
7. THE SECOND MILE -- Sparkle Crowe
8. SUMMATION AND A LOOK TO THE FUTURE -- Rose Mary Pattison

PURPOSES AND OBJECTIVES OF INSTITUTE

Sparkle Crowe

We, in the Division of Pupil Personnel and Guidance, are pleased to see such a nice group at the first meeting of the seminars for adult counseling. Our division is looking very carefully at other programs to help counselors and guidance directors up-grade their school's services. You will hear more about our future projects at a later time. Now, let me make a few brief remarks about our present seminars.

First of all, I would like to speak to you of the Division of Adult Education's point of view.

Adult Education is not new. Programs for adults have existed in the public schools for many years. But, the growth of educational programs for adults, particularly adults who lacked a basic education, progressed very, very slowly. Lately, America has become aware of the tremendous number of adults who need a basic education. We realized these persons could no longer play a productive role in our society.

The questions then arose, "How do we find these under-educated adults?" "How do we get the local authorities aware that these people actually exist in their area?" "How do we help these under-educated adults to most benefit from the adult program if they return to the classroom?"

All of these questions point to a potentially valuable person on the school team. The school counselor. The school counselor knows many of the parents of disadvantaged children. He knows where they are and what some of their problems are. The counselor would seem to be a key figure in the successful adult program in the identification, recruiting, and orientation of the educationally disadvantaged adult.

Therefore, the Division of Adult Education thought that a project to help counselors understand the philosophy of Adult Basic Education and more fully understand the characteristics of the educationally disadvantaged would be a highly effective way to stimulate the growth of effective educational programs of adults in Indiana.

We, in the area of Guidance, are fully in agreement with these aims. And we also believe that guidance personnel in many school systems are just not aware of their need to become involved in the adult programs.

We see too many adult programs are being developed without any meaningful guidance services.

I readily accept the point of view that our present counselors cannot spread themselves much thinner and still do a decent job with their present counselees. But, I also subscribe to the position that all persons attending the potential public school, be he 6 or be he 60, should have guidance services by competent and trained personnel, available to him.

These sessions will be aimed at counselors working with adults who have less than a high school education. We realize you will counsel many adults who have much better educational skills, but if you can understand and communicate with the so-called "disadvantaged adult", you will very likely be able to counsel other types of adults.

The Division of Pupil Personnel and Guidance is most happy to cooperate with the project because we feel that counselors, who are trained to work with children, need a program of this type to help make them more effective with this type of adult with whom he has had little social or ethnic contact.

As we see it, the school has the responsibility to help all its students get the maximum benefit from its program, which means that the guidance services for children and adults, as practiced in the public schools, should operate from the same philosophical base and come under the supervision of one director of guidance.

We realize that you attending the first session are quite diverse in your backgrounds and experience in adult counseling. Some of you are secondary teachers who were asked to come because your superintendent thought you would be a good person to help establish counseling for adults. A few of you already are experienced counselors in established adult education programs. We have tried to gear the next two days so all will benefit.

Before I discuss the objectives of our present session, let's review the total project.

As you know, we will hold identical meetings to this one at Indianapolis and at Spring Mill State Park this spring. This summer a group of 30 enrollees will attend a one-week seminar at Ball State University for intensive work in this area. These persons will be selected because of their potentiality to improve basic education programs in their communities and will be selected from all parts of the state.

Next fall, on November 10-11, the second meeting of today's large group will be here at the Continuing Education Center. The main purpose will be to study and discuss successful procedures and the problems that were encountered by participants as they have tried to develop adult counseling in their schools. Part of the agenda of the fall meeting will be designed to meet the questions you will raise after our present conference.

Now, briefly looking at our present conference, the today's meeting will review the adult education movement and the social-psychological dimensions of the under-educated.

This evening we will explore the counseling of the target group (through role-playing and group work). Tomorrow we will explore some of the information, techniques, and skills in successful programs for guidance of the disadvantaged adult.

We are pleased with the caliber of men and women who are attending the conference. Our consultants are men who are widely known for their work in both adult education and counseling. So with the prospects as excellent as these, the first meeting should be a successful one.

ADULT BASIC EDUCATION IN INDIANA

Rose Mary Pattison

It seems natural that educators and counselors combine forces and attempt to provide a "second chance" for a segment of our population which has previously been neglected. It should really go without saying that if the public school's program of elementary level education for adults is to achieve success and a permanently integrated place in the community, this success will reflect the work of counselors. Your presence at this institute is heartwarming to me, as state director of the Adult Basic Education Program. In this Institute Series we will deal with counseling needs and characteristic problems related to offering an educational program of grade 0 through 8 to persons age 18 and over who do not have a functional competence at the elementary level particularly in language skills and arithmetic.

A few years ago, I realized limitations to my capability and to the work which could be assigned to me because I did not have a Master's Degree. After twenty years away from school, night and summer courses gave me a "second chance" and eventually-- the Master's Degree with which to unlock more challenging and rewarding doors.

Soon after arriving at my new desk, I was greeted on the telephone by a lady who had just been told that she could be promoted to the managership of a small restaurant except that the manager's position required at least an eighthgrade education. This lady asked for guidance and I was embarrassed to tell her that in Columbus, Ohio, 28th city in size in U.S.A. which has a population of approximately 471,316*, she would have to wait awhile until we could get some classes started for adults which would provide the elementary level education she needed at that time. This was in the Fall of 1965. Adult Basic Education had been legislated into the Economic Opportunity Act in the Fall of 1964 by Congress and was, at that time, getting underway in Ohio.

The realization that in this land of "equal opportunity" one segment of society was being neglected in the area of education has caused a general re-examination of our over-all system of education. As professional people, we who desire more education can attend graduate school, youngsters attend public schools, but where can the educationally disadvantaged adult go to find a second chance?

Recent Federal Legislation and the current emphasis on the need for a literate and less dependent society is causing more and more public school people and educators to be aware of our responsibility. This responsibility is to the many individuals who are trapped without sufficient education to take advantage of work opportunities which would help them to be independent, self-respecting citizens and parents.

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* Indianapolis - 26th city of size in U.S.A. with population of 476,258.

During the first two years of Adult Basic Education's existence, it was provided through Title II-B of the Economic Opportunity Act. The Office of Economic Opportunity delegated the job to the U.S. Office of Education, which in turn worked through State Department of Education and local public school corporations. The nation can certainly view those first two years and pride. There were 37,000 students enrolled the first year and 370,000 adults in the second year. That achievement represents growth and work.

In Indiana in 1965, there was no Division of Adult Education and no vehicle for receiving Federal money and administrating an Adult Basic Education Program. Beginning on February 1, 1966, Dr. John Craddock served as Consultant-Director of Adult Education, and I came to Indiana to serve as State Supervisor of Adult Basic Education. We sent descriptive communications to all superintendents and statistics were made available as to the educational need in the various counties of Indiana.

Since that was February, 1966 and Federal Programs are funded on the fiscal year basis -- there were only five months of that year left. It was the end of a biennium in which money had been allowed to be carried over. This gave us five months until whatever money we had left of two year's monies would revert back to the U.S. Office of Education and/or the U.S. Treasury. As you project this new idea -- an elementary level educational program for adults -- into your school system, you may know right away that:

1. The development of such a program in a school corporation often first requires the liberalization of some conservative points of view.

2. Sometimes some of us lose sight of the plight of the uneducated adult and react dubiously to the fact that the use of Federal Funds is involved.

3. Sometimes a busy administrator is reluctant to include another concern of this size into his already busy day.

The question then becomes -- If not the public school's responsibility, whose responsibility is it to alleviate a situation in this country where the educational attainment of the average U.S. worker is over 12 years and there are over 25 million adults with less than an eighth grade education.

The transfer of adult basic education from the Office of Economic Opportunity to the U.S. Office of Education by the 89th Congress was accomplished by the repeal of Title II-B of the Economic Opportunity Act, and the passage of the Adult Education Act of 1966 (Public Law 89-750). A short-range significance of this transfer is that it is now unnecessary for adult educators to become enbroiled in battles over the pros and cons of the poverty program. A long-range significance of the transfer is that adult education has become a part of the U.S. Government's main package of education legislation, and that in future years Congress will almost automatically extend elementary and secondary education opportunities to adults as well as to children.

As I started to say earlier, Indiana came in on the last five months of the biennium and in those five months we were able to initiate active programs in eleven school corporations in Indiana. Today there are on-going programs in 21 school corporations. (Refer to large map & show on screen)

Let us next discuss five important and relevant points:

1. the educational status of adults in the State of Indiana
2. the specific characteristics of Adult Basic Education Programs
3. a summarization view of the first five months of Adult Basic Education in Indiana
4. the profile or cross-section of an Adult Basic Education Day in Indiana
5. the action which is being taken and that which is needed to effectively meet the needs in the State

I will stop in time to hopefully answer some of your questions.

POINT #1:

In Indiana, according to the 1960 Census there are:

-- 1,385,371 adults over age 25 with less than high school education.
-- 868,323 adults over age 25 with less than eighth grade education.
-- 123,795 adults over age 25 with less than fifth grade education.

Please refer to the two items in your program packet *-- one is a list of 1960 Census figures -- the other is a State map. As you can see, the census figures on both items pertain to the educational status of individuals age 25 and over. Researchers in Indiana tell us that in order to project these Census figures from age 25 down through 18, the numbers of individuals should be approximately doubled.

Since other phases of these Institutes will presume a common orientation to the basic aims and structure which characterize an Adult Basic Education Program and since many public school people are asking for orientation to its general structure the next segment of our thinking will be devoted to the administration of an Adult Basic Education Program.

POINT #2:

Before Federal funds could be authorized to a state for an Adult Basic Education program, a State Plan had to be developed by the State Department of Public Instruction and presented to and approved by the U.S. Office of Education. This Plan is a commitment between the State, The State Department of Public Instruction, and the Department of Health, Education, and Welfare regarding the operation of a program in which Federal, State, and Local funds are used.

The guidelines for the development of an Adult Basic Education Program are generally flexible. They are specific only in a few aspects such as the following:

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*Included here on pages immediately following this report.

CHARACTERISTICS
OF AN
ADULT BASIC EDUCATION PROGRAM

1. Funds available on 10 percent cash matching basis to local school corporation.

2. Instructional material must be made available free for all of those who enroll. It is available in adequate quantities and developed to appeal to the interests and experiences of adults.

3. There is no tuition charge.

4. Individuals eligible for education under this grant are those 18 years of age or over who function with educational skills reflecting competency at less than an eighth grade level.

5. A proposed program must be new or in addition to the existing program provided by the school corporation, and it must be approved by the State Supervisor of Adult Basic Education.

6. A proposed program must be administered through Boards of Education in local public school districts. There is no geographical boundary to this service except that one program must not overlap into another approved program.

7. Instruction must be provided by regularly or specially certified teachers.

8. The pay scale for teachers shall be the same as that of other adult education teachers in the area.

9. Instruction should be provided on the following levels:
    a. Level I - equivalent to grade one through three.
    b. Level II - equivalent to grade four through six.
    c. Level III - equivalent to grade seven and eight.

10. Classes may meet in daytime or evening.

11. Classes must meet at least twice each week for a minimum of two hours for each class meeting.

12. A minimum of 80 hours is required for each instructional program. These need in no way to reflect or adhere to the calendar for the regular public school program.

13. Public school buildings, community buildings, or rented facilities may be used to house a program.

14. Since the main focus is on the adult illiterate and the culturally disadvantaged, recruitment and retention of learners is usually considered the greatest challenge. This requires much understanding by those administering the program.

15. Discrimination is, of course, prohibited even for age or aptitude reasons.

16. Cooperation must exist among the complex array of agencies and indivuduals whose interest or responsibility is or can be directed to assisting the educationally deficient adult.

POINT #3:

As a part of the first Annual Report from the Adult Basic Education Programs, we gained information which, when summarized, gave us the following information on the first eleven programs in their first five months of operation.

The supervision was done -
1 full-time supervisor
14 part-time supervisors, and
no volunteers

To work on curriculum and materials, there were reported -
3 part-time individuals, and
1 volunteer

In the area of guidance & counseling, there were reported -
7 part-time individuals
1 volunteer
Teachers did provide much counseling, but insufficient.

The total enrollment was 1208.

At registration or soon after these 1208 individuals were placed as follows:
Level I - 344
Level II - 469
Level III - 395

Perhaps there is interest in an age break down of the participant learners:

AGE OF LEARNERS	NO. OF LEARNERS	AGE OF LEARNERS	NO. OF LEARNERS
18-19	202	45-49	80
20-24	286	50-54	43
25-29	108	55-59	33
30-35	166	60-64	22
35-39	123	65 & over	15
40-44	130		

PLEASE NOTE: As the age increased, the proportionate number of individuals decreased.

POINT #4:

In order to know more about those 1208 educationally disadvantaged adults who were attending Adult Basic Education classes in Indiana, we asked that certain categories of information be collected from each program from the learners who attended on one day chosen as a Sample Day of Fiscal Year 1966. This information when assembled showed an attendance of 838 adults.

The profile of these 838 individuals revealed the following facts:

BIRTHPLACE:

Indiana	373	Local	46
Rural Indiana	52		
Other States	401	Other Indiana Cities	258

POINT # 4 (Cont'd.)

TOTAL 1130
(292 individuals were counted twice, so questionnaire for the next year was changed a bit.)

The AGE RANGE is interesting:

18-29	432	50-59	46
30-39	194	60-69	25
40-49	140	70 & over	1

Median -- 20-22 from penal institutions
Median approximately 35-44 general population
The largest cluster of individuals were in the 18-29 year age range.

We think additional education for penal institutions will be directly related to their success when they return to society.

SEX:

Men 464 Women 374

MARITAL STATUS:

Married	388	Divorced	89	Widow	25
Separated	79	Single	250	Widower	7

NO. OF LEARNERS WITH FOLLOWING NO. OF CHILDREN:

NO. OF CHILDREN	NO. OF LEARNERS
0-2	281
3-5	173
6-8	81
9-11	18
12 & over	1

TOTAL CHILDREN: 554

Since it is conceded that drop-out rates are directly related to the level of education in the home -- particularly that of the mother -- we think that the 554 children represented by these adults in school will have a better chance of using the opportunities an education can provide.

PREVIOUS SCHOOLING indicated here is of the grades completed as indicated by the learner.

(0)	16	(3)	75	(6)	145	(9)	52	(12)	24
(1)	12	(4)	66	(7)	131	(10)	28	University	
(2)	34	(5)	68	(8)	139	(11)	19	Graduates	4

NOTE: Grade is indicated in () and is followed by the number of learners.

According to this reporting, the largest number claimed a sixth-grade education.

Tabulation regarding the SOURCES OF THEIR INCOME showed the following:

Laboring Jobs	407	Welfare (County)	81	Other	33
Housewife	104	Social Security	9	None	23
Housewife & Job	117	Retirement Income	3		
		Fed.Pension Progs.	0		

TOTAL INDIVIDUALS ACCOUNTED FOR: 777

We wonder by what means these people DISCOVERED the ADULT BASIC EDUCATION CENTER. It appears that they were referred to the program as follows:

Friends	87	Bulletin	16	Personal Contact by staff	30
Radio or T.V.	28	Welfare or Other Agency	23	Neighborhood Youth Corps	8
Newspaper	59	Letter	18	Other	90

TOTAL: 269

Additional sources credited for recruitment:

Employment, Office, YWCA, Literacy Council, Counselors, Flanner House, Church, International Institute, Classification Board.

ITEM # 5:

There have been several forms of action initiated toward the fullfillment of this "educational gap" in Indiana.

A. Teacher Training Workshops were conducted throughout Indiana under the auspices of the Division of Adult Education of the State Department of Public Instruction.

These workshops were the direct follow-up of the Teacher Training Institute held under the auspices of the U.S. Office of Education at Wayne State University during August 1966. The twenty Indiana participants in the Wayne State Institute provided the leadership for 18, six-hour workshops in nine areas over Indiana. This year (1967) the U.S. Office will provide a two-week administrator-trainer workshop from July 24th to August 5th, to which Indiana may send eight participants, and a three-week teacher-trainer workshop from July 7-28 to which Indiana may send 12 participants.

B. On September 8, 1966, State Directors of Adult Education received a telegram from Washington to the effect that President Johnson had proclaimed September 8th as International Literacy Day and called upon Americans to cooperate with groups "dedicated to the goal of eliminating the scourge of illiteracy." In the proclamation, the President expressed concern that while "education is receiving concentrated attention this country still has three million adults unable to read and write."

C. On January 23, 1967, President Johnson announced the appointment of the seven member National Advisory Committee on Adult Basic Education. The Committee will meet in Washington on a quarterly basis to advise the Commissioner of education on policy matters.

D. The Division of Adult Education is sponsoring a State Teachers Meeting on May 19-20 for teachers of Adult Basic Education. Included with this plan is provision for exhibits of both commercial and teacher-made instructional materials especially designed for the educationally disadvantaged.

E. The Adult Education Association of the U.S.A. is drafting a program of Related Action for that Organization. The drafting committee's statement included these four statements in Adult Leadership, March, 1967.

1. The lack of adequate counseling services encourages hit or miss enrollments.
2. The average adult has difficulty obtaining accurate information about the scope and availability of educational opportunities.
3. The only counseling generally available is the promotional advisement provided by a specific program.
4. The problem is especially acute for those who have little or no continuing contact with the formal educational system.

Public school educators in many communities are building channels of inter-agency communication and support necessary for the development of this kind of an education opportunity in a given area.

According to Dr. Derek Nunney, Director of Adult Basic Education in the U.S. Office of Education, 12 billion government dollars would be saved if all individuals in two levels of education moved up one level. At an average cost of .86 per instructional hours, this is probably the most inexpensive government program.

A BRIEF, QUESTION & ANSWER PERIOD FOLLOWED.

CAP 5 -- COMMUNITY INFORMATION
EDUCATION

County	% of persons enrolled in school (14 and 15 years)	% of persons enrolled in school (16 and 17 years)	Number of persons 25 years old and over	Persons 25 and over with less than 8 years of education	% of persons 25 and over with less than 8 years of education
Adams	99.1	89.2	12,980	2,158	16.8
Allen	94.6	84.9	125,639	16,676	13.3
Bartholomew	93.1	78.6	25,187	4,792	19.6
Benton	97.1	80.5	6,343	897	14.9
Blackford	96.1	78.4	8,248	1,240	15.3
Boone	96.0	84.2	15,434	1,937	12.8
Brown	91.5	88.7	3,770	737	19.2
Carroll	97.5	84.1	9,608	977	10.2
Cass	95.8	84.7	24,412	3,431	14.1
Clark	94.9	79.8	32,772	6,519	19.3
Clay	97.4	86.3	14,725	2,790	18.1
Clinton	93.3	81.3	17,581	2,139	12.3
Crawford	84.7	74.5	4,926	1,796	36.2
Daviess	95.1	80.7	14,804	2,656	17.1
Dearborn	84.4	70.8	15,622	3,240	20.1
Decatur	92.0	77.3	10,987	2,017	18.4
De Kalb	96.6	81.8	15,614	2,103	13.7
Delaware	95.8	77.0	58,717	10,186	17.2
Dubois	93.3	75.7	14,145	3,395	24.0
Elkhart	95.2	80.4	57,171	8,164	14.2
Fayette	98.5	78.6	13,530	2,543	18.1
Floyd	91.0	76.5	28,189	5,759	20.1
Fountain	91.3	77.0	10,669	1,872	17.6
Franklin	88.8	70.9	8,647	2,255	26.7
Fulton	96.7	93.9	9,857	1,173	11.9
Gibson	96.0	79.6	17,471	3,540	20.5
Grant	94.9	78.4	40,968	6,606	16.5
Greene	95.5	86.0	16,158	3,431	21.4
Hamilton	97.2	78.3	21,828	2,585	11.2
Hancock	97.2	82.4	14,334	1,944	13.8

County	% of persons enrolled in school (14 and 15 years)	% of persons enrolled in school (16 and 17 years)	Number of persons 25 years old and over	Persons 25 and over with less than 8 years of education	% of persons 25 and over with less than 8 years of education
Harrison	97.0	82.0	10,481	2,327	22.2
Hendricks	92.8	86.9	21,323	2,210	10.7
Henry	94.4	81.2	27,271	5,768	21.4
Howard	94.0	78.9	36,012	5,808	16.5
Huntington	94.8	84.6	19,023	2,187	11.9
Jackson	95.9	76.4	16,842	3,364	19.2
Jasper	95.8	77.4	9,360	1,672	17.8
Jay	97.7	82.4	12,941	1,850	14.4
Jefferson	93.9	72.1	13,646	3,173	23.3
Jennings	84.0	68.2	9,139	2,649	28.9
Johnson	94.8	84.1	22,784	2,869	12.1
Knox	96.6	82.9	24,269	5,031	20.2
Kosciusko	94.9	82.8	22,177	2,644	11.2
Lagrange	91.0	55.3	8,605	1,441	16.6
Lake	96.1	81.9	268,551	57,748	21.1
LaPorte	94.3	84.6	54,458	10,304	18.5
Lawrence	95.3	77.1	20,651	4,416	21.8
Madison	94.3	81.1	68,869	11,288	16.3
Marion	94.3	77.5	389,810	58,959	15.5
Marshall	95.8	80.1	17,772	2,380	13.7
Martin	97.9	73.8	5,465	981	17.5
Miami	95.3	79.2	20,086	2,738	13.1
Monroe	94.8	76.9	28,763	4,297	14.3
Montgomery	95.8	86.0	18,039	2,027	11.4
Morgan	96.6	78.1	17,460	2,897	16.1
Newton	94.9	88.9	6,291	1,206	19.1
Noble	93.2	82.3	15,487	1,912	12.1
Ohio	N.A.*	N.A.*	2,365	462	19.1
Orange	90.5	77.7	9,724	2,284	23.5
Owen	100.0	83.4	6,736	1,235	18.2
Parke	96.6	78.1	8,740	1,662	17.8
Perry	84.8	75.1	9,281	2,458	26.4

County	% of persons enrolled in school (14 and 15 years)	% of persons enrolled in school (16 and 17 years)	Number of persons 25 years old and over	Persons 25 and over with less than 8 years of education	% of persons 25 and over with less than 8 years of education
Pike	96.1	82.6	7,704	1,701	22.6
Porter	96.9	86.3	30,212	4,201	13.3
Posey	96.0	82.0	10,929	2,340	21.4
Pulaski	95.8	81.9	6,933	1,215	17.4
Putnam	94.5	78.7	13,074	2,216	16.1
Randolph	97.1	82.3	16,324	2,449	15.4
Ripley	96.0	80.8	11,560	2,595	22.5
Rush	97.0	79.0	11,170	1,712	15.4
St. Joseph	96.2	86.1	131,090	21,573	16.6
Scott	90.3	71.9	7,392	1,924	26.2
Shelby	96.2	80.7	18,756	2,863	15.5
Spencer	97.6	80.3	8,898	1,776	19.9
Starke	95.1	73.5	9,453	2,445	25.8
Steuben	97.3	77.5	9,417	797	8.4**
Sullivan	96.0	85.6	13,354	2,342	17.7
Switzerland	93.1	68.5	4,160	848	20.2
Tippecanoe	96.9	85.3	43,627	5,184	11.4
Tipton	91.5	83.8	8,821	1,481	16.7
Union	N.A.*	88.3	3,534	680	19.9
Vanderburgh	94.0	85.4	94,793	18,117	19.1
Vermillion	95.0	80.2	10,807	2,447	22.7
Vigo	95.7	82.9	62,945	11,761	18.4
Wabash	94.4	83.6	17,563	2,113	12.5
Warren	91.8	80.5	4,679	774	16.3
Warrick	93.0	78.4	13,044	2,488	20.0
Washington	93.0	84.8	9,838	2,016	20.5
Wayne	96.6	77.8	42,039	6,698	15.4
Wells	94.2	80.7	11,759	1,490	12.8
White	97.6	85.9	11,014	1,470	13.4
Whitley	96.8	86.8	11,493	1,217	10.7

*No Information available
**Information incomplete

Indiana population
25 years of age
and over.
By 1960 Census

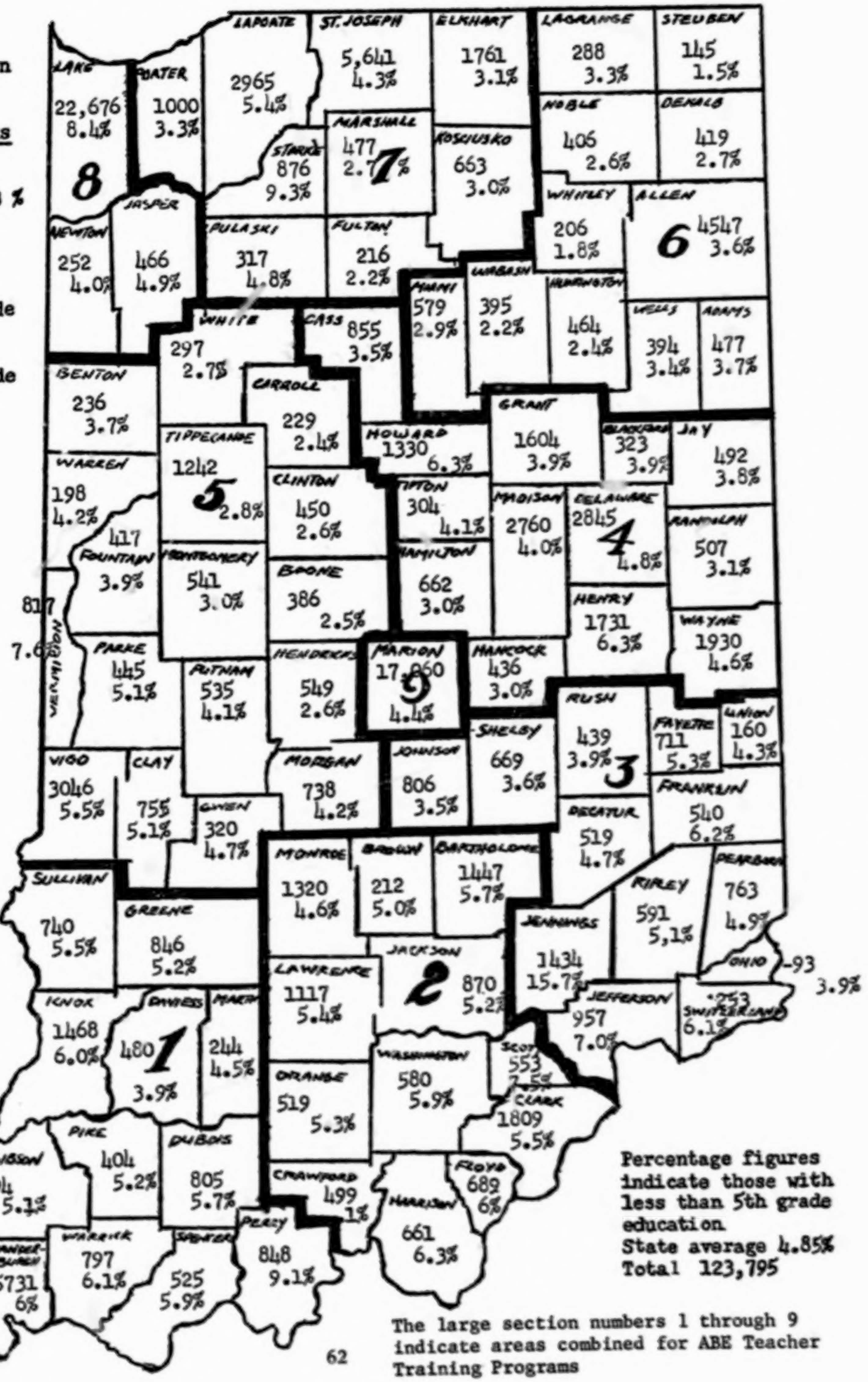
less than H.S.
1,385,371 54.3 %

no H.S.
868,323

less than 8th grade
333,936

less than 5th grade
123,795

none: 23,812



LAKE 22,676 8.4%
PORTER 1000 3.3%
LAPORTE 2965 5.4%
ST. JOSEPH 5,641 4.3%
ELKHART 1761 3.1%
LAGRANGE 288 3.3%
STEUBEN 145 1.5%
STARKE 876 9.3%
MARSHALL 477 2.7%
KOSCIUSKO 663 3.0%
NOBLE 406 2.6%
DEKALB 419 2.7%
8
7
JASPER 466 4.9%
NEWTON 252 4.0%
PULASKI 317 4.8%
FULTON 216 2.2%
WHITLEY 206 1.8%
ALLEN 4547 3.6%
6
WHITE 297 2.7%
CASS 855 3.5%
MIAMI 579 2.9%
WABASH 395 2.2%
HUNTINGTON 464 2.4%
WELLS 394 3.4%
ADAMS 477 3.7%
BENTON 236 3.7%
CARROLL 229 2.4%
HOWARD 1330 6.3%
GRANT 1604 3.9%
BLACKFORD 323 3.9%
JAY 492 3.8%
WARREN 198 4.2%
TIPPECANOE 1242 2.8%
5
CLINTON 450 2.6%
TIPTON 304 4.1%
MADISON 2760 4.0%
DELAWARE 2845 4.8%
4
RANDOLPH 507 3.1%
FOUNTAIN 417 3.9%
MONTGOMERY 541 3.0%
BOONE 386 2.5%
HAMILTON 662 3.0%
HENRY 1731 6.3%
WAYNE 1930 4.6%
VERMILLION 817 7.6%
PARKE 445 5.1%
PUTNAM 535 4.1%
HENDRICKS 549 2.6%
MARION 17,060 4.4%
9
HANCOCK 436 3.0%
RUSH 439 3.9%
3
FAYETTE 711 5.3%
UNION 160 4.3%
VIGO 3046 5.5%
CLAY 755 5.1%
OWEN 320 4.7%
MORGAN 738 4.2%
JOHNSON 806 3.5%
SHELBY 669 3.6%
FRANKLIN 540 6.2%
DECATUR 519 4.7%
MONROE 1320 4.6%
BROWN 212 5.0%
BARTHOLOMEW 1447 5.7%
SULLIVAN 740 5.5%
GREENE 846 5.2%
JENNINGS 1434 15.7%
RIPLEY 591 5.1%
DEARBORN 763 4.9%
JACKSON 870 5.2%
2
OHIO 93 3.9%
LAWRENCE 1117 5.4%
JEFFERSON 957 7.0%
SWITZERLAND 253 6.1%
KNOX 1468 6.0%
DAVIESS 480 3.9%
1
MARTIN 244 4.5%
ORANGE 519 5.3%
WASHINGTON 580 5.9%
SCOTT 553 7.5%
CLARK 1809 5.5%
GIBSON 894 5.1%
PIKE 404 5.2%
DUBOIS 805 5.7%
CRAWFORD 499 1%
FLOYD 689 6%
HARRISON 661 6.3%
POSEY 727 6.7%
VANDERBURGH 5731 6%
WARRICK 797 6.1%
SPENCER 525 5.9%
PERRY 848 9.1%

Percentage figures indicate those with less than 5th grade education
State average 4.85%
Total 123,795

The large section numbers 1 through 9 indicate areas combined for ABE Teacher Training Programs

COUNSELING THE UNDER-EDUCATED ADULT

by

Golden I. Langdon
Director of Student Services
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Augusta, Georgia

This paper is designed to reacquaint the potential counselor of under-educated adults with essential components of major counseling theories, which will serve as a base upon which to build an appropriate counseling style. The first section describes the client centered, existential, trait centered, learning theory, and psychoanalytic approaches. In the latter section of the paper the author presents components of counseling which have proved valuable in his day to day experiences.

Obviously, the material presented here cannot constitute an indepth study. However, it is anticipated that the reader may wish to further define the theories through review of the literature.

Counseling is in a dynamic state of flux characterized by often violent disagreement among theorists and practitioners. The general situation is akin to that which has existed in the field of learning theory for many years. Learning theorists such as Thorndike, Cuthrie, Hull, Skinner, and Tolman have labored diligently over problems of learning, forgetting, transfer, reinforcement, motivation, practice, and capacity but no consensus has been reached. Each theory has something to contribute as each contains certain truisms, but none is all encompassing or universally acceptable. The intelligent practitioner must choose from the best of each theory those elements which work for him.

Drawing the parallel to counseling, literature of the field is saturated with theories, and disputes concerning their relative merits. The practitioner in the field operates from a point of view consistent with his theoretical orientation. The psychoanalytically oriented operates from a point of view which differs from that of the counselor steeped in the learning theory approach. The trait centered-directive counselor differs in his approach from the client centered-nondirective counselor and the existentialist takes issue with both. The eclectic counselor proposes to adopt the best of each theory and construct a functional approach of his own. As in the case of learning theories, then, each theory of counseling has something to contribute but none is all encompassing or universally accepted.

The counselor of under-educated adults must make a thorough study of counseling theories, for he has assumed a professional responsibility to make himself fully aware of the ramifications of his profession. Counseling is not a relationship which can be ethically entered into with limited knowledge of theory. Based on scientific research the counselor must (1) adopt a particular theory, (2) develop a theory by borrowing the best of more than one theory, or (3) develop an entirely new theory. In actuality, and to be perfectly realistic, the counselor of under-educated adults must use the scientific method to find something with which he can "live" and which works for him. It is obviously true that what works for one counselor will not necessarily work for another.

The purpose here is to present several of the major counseling theories in capsule form and discuss divergences and convergences. The latter section of the paper presents components of counseling which seem reliable from the author's point of view.

CLIENT CENTERED COUNSELING

Client centered (non-directive) counseling as described by Carl Rogers is probably supported by more research than other theories, and the contention by Rogers that research is necessary has added to the wide spread acceptance of the theory. The theory has a phenomenological base. That is, the individual's perceptions constitute a phenomenal field which is his personal reality. The real world is never experienced directly, but is inferred through perceptions which assume reality to the individual. Disturbance appears when learning experiences are inconsistent with perceptions of self. The individual defends the self concept by denial and distortion, and he seeks assistance through the counseling relationship.

According to the theory, the individual is innately good, and tends to make societally and personally acceptable decisions. He is a rational and reasonable entity fully capable of freely making choices, and, indeed has the right to freedom of choice. Consequently, he has the capability of change without direction and manipulation by the counselor.

In essence the helping relationship consists not of a specific system of rigid techniques, but a congruent and communicable set. The counselee is afforded absolute and unqualified acceptance by another human being. The unconditional personal regard reflected consistently in the behavior of the counselor frees the counselee from threat and permits him to be in whatever manner he chooses. Thus, he is able to recognize, express, and finally incorporate threatening learning experiences into a self which evolves from a state of disturbance (incongruence) to a state of congruence. As the transition proceeds, the counselee is able to accept negative and positive components of the self and the necessity for defensive behavior is alleviated.

CRITICISM

It has been shown above that a basic postulate of client centered counseling is the ability and right of the counselee to exercise freedom of choice. Since the real world cannot be experienced directly and assumes reality according to the perceptions of the observer, it follows that behavior is determined by the perceptual field and freedom of choice cannot exist. Thus, phenomenology is deterministic in nature and inconsistent with premises of freedom. Some would say that behavior influenc the phenomenal field, but it could be contended that the phenomenal fie determined the influential behavior.

A second criticism of client centered counseling is leveled by thos who contend that the primary, necessary conditions for effective counsel as postulated by Rogers, may be desirable but are not necessary. Ellis has described situations in which effective counseling has occured throu dogmatic indoctrination with absence of empathy. He further describes effective counseling by counselors who were themselves emotionally disturbed and who lacked positive regard for the client.

EXISTENTIAL COUNSELING

The existential approach to counseling is deeply rooted in existential philosophy which explores questions of the nature of man, his worldl existence, and the personal meaning of existence. The dynamics of chang evident in the world caused man to reevaluate and question long standing values and explanations regarding the meaning of life and the nature of man. Therapists became aware of the need for new approaches, as they were increasingly confronted with problems of loneliness, isolation, emptiness, and personal insignificance.

According to the existentialist, man is a part of the world and, as such, cannot be separated from the world which he observes. Thus, man is at one with the world, and objective fact is determined by the being. Since man is conscious of being, and a part of the world, he is free to make of himself what he will. Heredity and environment as determinants are excuses because he is conscious of being and consequently responsible for his manner of being. The individual has the ability to relate past and future to the present and thereby transcend the immediat situation through the exercise of choice.

Being implies non being. That is, the evolving man is always threatened by the ultimate certainty of death, and the result is a universally present existential anxiety. Difficulty is encountered when the individu reaches the point of inability to see the meaning of life and becomes alienated from the world. Difficulty is not defined in terms of ego strength, superiority-inferiority, or stresses of life.

The approach is one of understanding the client and, insofar as possible, experiencing (participating in) his being. Thus, the emphasis is on understanding the person as being rather than analyzing the person as an object. Emphasis is placed on the present, and the past and future ar important only insofar as they affect the present. The counseling relati ship is a process of "being together" and is referred to as "encounter." Consequently, the counselor is obliged to forsake his presuppositions reg ing man and encounter the being which comes for assistance.

Through the relationship the counselee comes to experience his being so that he is aware of his existence to such a degree that he is able to act on the basis of his potential. The goal in essence is helping the individual to experience the self as being rather than as object. The experiencing of self results in new attitudes which lead to commitment in terms of existence.

CRITICISM

A prime criticism of existential counseling is expounded by those who require an elaboration of the interpersonal relationship. Is the counselor able to put aside his basic assumptions; can the counselor fully experience the being (counselee); what assistance does he provide through understanding; and what procedures does he use once the mutual experiencing is achieved?

Secondly, it is contended that existentialism is so inclined in the direction of the client centered approach that it need not be developed as a distinct entity. Ostensibly the existential approach might be combined with the client centered approach.

TRAIT CENTERED COUNSELING

Trait centered (directive) counseling is a rational system which purportedly employs the methods of science. E.G. Williamson is the major proponent of this system which developed from a vocational counseling base. According to the theory, man is capable of learning new patterns of behavior, but he cannot always be trusted to develop acceptable behaviors. The concept of a self which becomes in the best possible manner is rejected because the self of the counselee is distorted. Self actualization without direction can lead to selfish, antisocial behavior.

Difficulty is encountered when the individual lacks the kinds of learning experiences which would cause him to make an appropriate and adequate decision. Thus, lack of information concerning the self and environment is reflected in the individual's behavior. The counselor is required to assist the individual in his quest for learning experiences by providing him with information about his traits (intelligence, etc.) and obtaining pertinent environmental information. The counselor, then, influences the counselee in such a way that he realized his best potential and selects the right values.

In essence, counseling is a process of rational problem solving with emotional concomitants. Williamson has defined the process in terms of analysis, synthesis, diagnosis, prognosis, counseling, and follow up, although not necessarily in that order. Thus, the counselor gathers all manner of data about the counselee, organizes it in a coherent manner, and develops a statement of the problem. He then predicts the future development of the problem, provides counseling, and makes provision for future assistance and ascertains the effectiveness of counseling.

In the counseling relationship the counselor assumes the role of a teacher who provides assistance in the learning situation. Although the counselee must in the final analysis make his own decision and assume responsibility for the decision, the counselor maintains a position of authority. Without appearing dogmatic he presents information and points of view, and substantiates the reasons for advisement. The process is a cooperative effort of counselor and counselee, and it is more scientific than curative in nature.

CRITICISM

Major criticisms of trait centered counseling are grouped in four areas. First, the reliance on objective data, particularly test data, is questioned in terms of dependability. Second, it appears doubtful that problems which involve the ego can be approached in a purely rational manner. Third, there is no guarantee that objective facts presented by the counselor will be accepted by the counselee. The presentation of evidence and reason to an irrational person is futile. Fourth, only the behavior can say with finality what is best for his self.

LEARNING THEORY COUNSELING

Learning theory counseling has been developed in several variations and cannot be considered a unitary system. While the theories of Dollard and Miller, Rotter, Salter, and others have elements in common, they are in many ways divergent. Consequently, the materials presented here represent an overview.

As the individual interacts with the environment, his behavior changes and the result is favorable and unfavorable learning. Favorable learning is accepted into the behavioral repertoire but unfavorable learning results in disturbance. Maladjusted behavior is understood as avoidance reactions to past experiences which carry unpleasant connotations. Avoidance behaviors protect the behaver from the painful awarenesses, but restrict him from experiencing situations in which he could learn adaptive behavior.

The learning theory counseling concept of generalization is particularly important, as it is responsible for habitual response patterns. If the child has an abundance of unrewarding experiences with, for instance, his father, he may generalize the resultant frustrations, etc. to all men. Such learning could carry over to later periods of life.

When the counselee seeks assistance, he is asserting that his defense mechanisms are no longer adequate to protect the self from unfavorable learnings. Thus, he is often highly susceptible to new learnings. Counseling is primarily a situation in which (1) unlearning or counterconditioning can occur and (2) favorable learnings can ensue.

The counselor strives to create an atmosphere of confidence and rapport. However, he is usually quite active and directive in practice. The counselor may influence verbal behavior by leading the individual through positive efforts and ignoring negative efforts. Reinforcements have included nodding, smiling, turning toward or away from the counselee, saying mmmm, yes, good, and so on. Other practitioners are prone to instruction, i.e. "The next time you are being treated badly, assert yourself. I am not saying that you should become violent. However, you are entitled to justice in your interpersonal relationships." Wolpe has described a system which includes the component of instruction in physical relaxation combined with what could be termed extinction techniques.

As counseling proceeds, former maladaptive behaviors become extinct and favorable learnings, as expressed through adaptive behaviors, emerge. The counselee is able to function more effectively in his present, and a transfer of learning is apparent in future behavior.

CRITICISM

Critics contend that learning theory counseling lacks unity among its adherents due to the fact that there is no universally acceptable theory of learning. Another criticism is inherent in research findings that, particularly in verbal conditioning, the discontinuance of reinforcement is often followed by a weakening of the conditioned behavior. Further, it is contended that the variable of counselor is not sufficiently taken into account as a factor in the relationship. It could be that this factor is an influential as the technique.

THE PSYCHOANALYTIC APPROACH

The psychoanalytic approach was originally developed by Sigmund Freud and variations have appeared in the works of Adler (individual psychology - compensation for inferiority), Jung (self actualization - analytical psychology), Horney (neoanalytical social situation), and Rank (will therapy). The approach is essentially termed long range therapy, but recent adaptations (Bordin's Psychological Counseling - Alexander's Psychoanalytic Therapy) indicate positive results in short range situations.

Although the original approach is therapy in the strictest sense, much is relevant to counseling with lesser problems, and the influence of the approach is seen in the work of many counselors. The purpose here is to present major components in overview form.

Personality is comprised of the id(other), ego (self), and superego (conscience). The ego is the means by which dictates of the id are fulfilled. The superego serves to regulate the activities of the ego. Instincts create tensions which must be reduced. Conflict arises when regulating forces are in opposition to forces which serve to satisfy instinctual needs. Anxiety arises when instincts are so strong that they cannot be controlled by the ego, and a fear of conscience is involved. The ego in turn protects itself with a variety of defense mechanisms.

The therapist plays an anonomous role and is one into whom the client can project his self. The therapist in turn provides support and reassurance, and facilitates understanding through interpretation. A diagnosis is made and when therapist and client agree on the desirability of therapy, a case history is taken. The assumption here being that the client is because of what has been. Free association and dream analysis are common techniques in revealing repressions.

A crucial element in therapy is transference. In transference the client's behavior is not based on the actual situation but is based in previous experiences. Feelings directed toward other individuals are transferred to the therapist. In time the client discovers that threats are not as dangerous as he had imagined and he no longer needs the transference relationship.

CRITICISM

The nature of the process combined with the privileged state of disclosure negates optimal research possibilities. Consequently, much of psychoanalytic theory is not scientifically verified. Further, the original postulates of psychoanalytic theory were developed in a world characterized by a different set of dynamics, and it is contended that the current problems of man are not expeditiously resolved through the process.

A POINT OF VIEW

As Director of a University Counseling Center, consultant for guidance programs in adult basic education, and counselor educator, the writer has encountered counseling situations involving counselees of various ages who present a multiplicity of needs. Day by day, hour by hour, I have developed certain tentative concepts regarding the nature of the counseling relationship which help me to be secure in the belief that I am doing everything possible to be of genuine assistance. This is not to state by directive or implication that I offer a panacea or that I have personally developed a new and innovative theory. It is to say that I have, through experience and study, developed something which works for me, but it is tentative in that it is subject to change with experience.

I am firmly convinced that what works for one counselor will not necessarily work for another because we are experientially different. Consequently, it is apparent that each counselor is required to become familiar with possibilities, test them through application, maintain professional currency and be amenable to change. The self satisfied counselor becomes stagnant and degrades the name.

The aim here is to present a specific formulation of concepts and techniques which are consistently reliable in my experience.

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I am inclined to agree with the philosophy of John Locke who believed that man is essentially a neutral being with potential for good and evil which depends on the interaction of man and his universe of experience. Man is not predetermined but fully capable of rational behavior which implies freedom of choice.

The concept of becoming is based on the postulates of Adler. Beginning with earliest existence, the individual is constantly confronted with environmental stimuli leading to feelings of inferiority and he strives to overcome the inferiority; to achieve superiority. Through this constant struggle he achieves learnings which are incorporated in a style of life with which he is comfortable in varying degrees. Social interaction is a primary component in the development of the self, for it exerts great influence. As the individual interacts with his societal peers he conceives of himself as a certain type who should assume certain behavioral characteristics. Thus, he learns a role and the role is cyclically reinforced through satisfactions derived through assuming the role.

Behavior is goal seeking in nature and is best understood in terms of anticipated outcomes. Further, knowledge of isolated manifestations of behavior removed from the context of life style is of little consequence. It assumes significance as it relates to the totality from which it is derived. The individual becomes disturbed when the paths to his goals are too threatening. Thus, he breaks the pattern of life style and adopts compensatory behavior, thereby relieving the self of dangers associated with the goal. The original goal becomes immeshed in a tangled web of confusion which the counselee fails to understand and with which he cannot cope.

When an individual seeks the assistance of a counselor, he is stating in effect that the behavior pattern reflected in his life style is no longer adequate. He is threatened and insecure. The situation is tantamount to the meeting of the irrestible force and the immovable object. Understandings must occur, alternatives must be explored, decisions must be made, and an acceptable pattern of behavior must ensue. With this knowledge of the counselee, the counselor is asked to provide assistance through counseling.

Perhaps we should pause at this point to define our terms. The nomenclature of many fields is so fraught with ambiguity and disagreement, even among the experts, that definitions and definitional components must be attended to insure effective communications. Counseling is no exception. The purpose here is to present a generally acceptable definition which is specifically applicable to counseling the under-educated adult. According to the definition: Counseling is a personal, one to one, confidential relationship, in which a counselor by virtue of his experiential background assists a counselee, the product of an infinitely different experiential background to achieve personally and societally acceptable reconciliations of self and universe of experience.

With the understanding that certain components will be treated at length in a section to follow, let us now specifically attend the definitional components.

Personal. Counseling is personal in the sense that two individuals are freely interacting; in that the counselee is giving unabashedly of himself and the counselor is, to the extent of his ability, experiencing the world of the counselee. Of course, it is never possible for another individual to completely enter the phenomenal field of a counselee, but it is possible through various processes to communicate with him more directly than would be possible in most interpersonal situations.

One to one. Counseling is not a group relationship but a relationship between two individuals. When more than two persons are involved the process must be known by what it is, i.e. group guidance.

Confidential. The counseling relationship is not designed to supply materials for the fulfillment of the counselor's recognition need. The information revealed is privileged, in the manner of physician-patient and lawyer-client relationships. Only the most extreme revelations can be professionally disclosed without the express permission of the counselee.

Assists. The counselor is not in the advice giving-problem solving business. In the final analysis, the counselee makes his own decisions and assumes personal responsibility for behaviors based on the decisions. The popular misconception of counseling as advisement belies the fact that counseling is a process through which the counselee is assisted in achieving an orientation whereby he can understand self and environment and, as a consequence, make and accept his own decisions.

Personally acceptable. Behaviors growing out of counseling relationships must be personally acceptable to the counselee. Noting the difference between making a decision and internalizing or accepting the decision, it is obvious that one does not necessarily imply the other. A decision might be reached which would diametrically oppose the counselee's value system. In such a situation he would not be able to function with the decision because he would not accept it. Consequently, the counselor makes every possible effort to assist the counselee in ways which insure personally acceptable and fully functional reconciliations.

Societally acceptable. Counseling is not intended to render a purely solophistic service. Since counseling is concerned with the process of self actualization, it has been argued that the engendering of solophism is inherent, but this is a far fetched criticism. As the counselee advances along the path to self actualization he is better able to understand self and environmental components, and consequently, to effectively function as a contributing member of society. Thus, it is apparent that reconciliations are effected in terms of society as well as self.

With this background and definitional materials, let us now turn to specific components of counseling as it might apply to the under-educated adult.

The heart of counseling is the inter-personal relationship. Every individual is in actuality represented by a trichotomy of self and the self is interpreted in terms of faces. Thus, the individual is represented by three faces (1) the face presented to society, (2) the face of self concept, and (3) the face of aspiration, and it is only rarely that the faces are congruent; it is only rarely that an individual is absolutely free to be what he is.

The universal need for recognition, praise, sympathy, attention; in short, love, is so indelibly etched on the mind that we avoid those appearances which might negate fulfillment of the need. Consequently, the face presented to society is but a mask which reveals only those aspects of the faces of self concept and aspiration perceived as acceptable to society. It is only through mistake and confusion that detrimental aspects of the faces of self concept and aspiration slip through the mask.

In order to preclude the need for protective masks, the counselor communicates valuing and caring which can only be interpreted as components of a being who is genuinely and sincerely deserving of trust. Rapport and empathy so permeate the counseling relationship that the counselee is uniquely free to express the deepest and innermost aspects of self. The unique interpersonal contacts of the counseling relationship tear at the face presented by the counselor and false faces are shredded away. The caring counselor is perceived and accepted as such, while the insincere is rejected. The false counselor, like a pane of glass, is seen through.

The placebo effect merits mention here. It has long been recognized that curative efforts are positively influenced by psychological demeanor. If the counselor is able to establish an adequate interpersonal relationship in the counseling situation, the psychological import of confidence and faith on the part of the counselee can enhance his ability to change.

The counselor must be acceptant of self. Since it is absolutely imperative that counselor personality be a positive force in the counseling relationship, it obviously follows that the counselor must accept himself, in terms of assets and liabilities. That is, his perceived self must be congruent with his projected self. Such a congruency is achieved as the counselor subjects his motivations to intense examination and better understands the self. When understanding is reached, acceptance generally follows. One does not accept those components of self of which he is unaware; he merely behaves in the darkness of ignorance.

The counselor must accept the counselee. The counselee must be accepted as he is, not as the counselor would wish him to be, not as society would wish him to be, but in the totality of his current organismic self; a human being in a transitional state of becoming, searching for a path to travel.

Acceptance, however, is not synonomous with agreement and/or approval. Acceptance in this instance is the antithesis of rejection. An aura of unconditional acceptance is communicated to the counselee in such unequivocal terms that he feels no threat of betrayal or rejection in displaying the unadorned components of self. The point is well illustrated by the case of Johnny who came home at mid-morning carrying a note to his mother:

> "Dear Mrs. Jones,
>
> Johnny came to school in dirty clothes this morning. He has a bad ordor which is extremely disturbing. Please give him a bath and clean clothes and send him back to school.
>
> Miss Smith
> Third Grade Teacher."

Within the hour Johnny returned to school in the same condition and handed the teacher a note:

"Dear Miss Smith,

Johnny ain't no rose. You're supposed to teach him, not smell him.

Mrs. Jones"

The process of placing value judgements on the behavior of peers is practiced so widely as to be accepted as a normal component of daily life and, in many situations, the activity can be justified, but the counseling situation is the exception. When the counselor makes value judgements, he causes the counselee to feel threatened and insecure. Consequently, the relationship is negatively influenced by the counselee's perceptions of the counselor as a non-accepting person. In view of this, the counselor must be constantly aware of his attitudes toward the counselee and he must strive to communicate acceptance.

The counselee's perceptions of the counselor are affected by verbal and non-verbal cues. The effective counselor as we have noted in the last section never consciously rejects the counselee. Expressions of a shock, disgust, dismay, and the like are never included in the counselor's repetoire of behavior. If a counselee voices an antagonism toward his parents, one does not emit a shocked groan. When the counselee makes a childish statement, one does not laugh. These obvious examples of inept counselor behavior which negatively affect the counseling relationship are generally avoided by the alert counselor.

There are, however, non-verbal cues which are not so easily controlled. Counselors are often guilty of unwittingly affecting the counseling relationship through behaviors of which they are completely unaware, but which can negatively influence and ultimately destroy the relationship. Consequently, the counselor must be cognizant of his non-verbal responses as well as verbal responses. Attitudes and feelings are often more succinctly states and effectively communicated through behavior than through words.

Counseling is not advising. It is always appalling to hear a person speak of guiding someone into something, because such statements imply directing. It is obvious that directing can only be done from the reference point of self and contrary to the saying "what is good for the goose is good for the gander", what is good for one person is not necessarily good for another. Three "tongue biters" are pertinent here (1) why don't you, (2) you should have, and (3) if I were you. The effective counselor bites his tongue whenever he is tempted to make such a statement and for good reason. When an individual says, "why don't you", if I were you", or you should have", he is asserting (1) that he is able to enter the central nervous system of the counselee and experience the world in an identical manner, (2) that he knows more about the counselee than the counselee knows about himself, and (3) that he is infinitely superior to the counselee.

The counselee who is confronted with a telling counselor becomes insecure and is caused to feel inferior, threatened, and rejected. The counselor is perhaps gratified through an assertion of his superiority but he has done nothing to assist the counselee. In fact he may have exerted an infinitely hurtful influence. The effective counselor creates a situation within which the counselee is able to develop understandings and insights leading to untroubled adequacy based on his own cognitions.

When the counselee makes a direct request for information concerning employment, education, public assistance, and the like, the counselor rightly assumes responsibility for providing the required information. Such situations, however, cannot be construed as advising. They are simply informational situations. The use of information and the ultimate solution of personal-social problems are correctly the responsibility of the counselee. The counselor has no right to make decisions for a counselee because such decisions are drawn from an inappropriate point of reference. The correct reference point is the self which must abide by the decision.

The counselee deserves and should receive the individual attention of the counselor throughout the interview. The counselor does not sit idly by, preoccupied with his own thoughts, even through long periods of counselee silence. He works diligently to establish and maintain verbal and nonverbal communications. At any lapse of attention, a verbal or nonverbal cue might be lost and such a loss could prove significant. The wince, the shifting of position, the connotation of a word, and the interpretation of experience are all important clues of the self of the counselee. Consequently, the counselor must be alert and attentive lest a clue be lost.

The problem of attention is compounded by the fact that some counselees present discussions which are considerably less than "sensational." However, the discussion is important to the counselee or he would not have initiated it. The counselor must constantly remember that a dull and trite discussion is only construed as such by an observer. From the counselee's reference point, the discussion is construed in a different manner.

The effective counselor is a good listener. In essence the counseling relationship represents a conversational situation, but it has aspects which are foreign to other conversations. In the usual conversational situation, one individual will be holding forth and another one or two will be constantly attempting to break in. Each is seeking in his own way to secure recognition, approval, acceptance; the basic ingredients of love. To the extent that these gratifications are achieved in the conversational situation participants are happy and satisfied with it. Consequently, the participants engage in a perpetual battle for dominance.

The counseling relationship presents a unique conversational situation in that one person dominates the conversation while the other is content to lend an attentive ear. If the counselor is to be of assistance he knows that he must listen to the verbalizations of the counselee. A major shortcoming of many counselors, particularly those less experienced, is the inability to refrain from talking. When one is talking he cannot listen, and when he is not listening, he cannot hear the verbal clues which serve as bases upon which to provide assistance.

The counselor reflects verbalizations. The counselor often reformulates significant statements made by a counselee and offers them in modified form. Thereupon the counselee is placed in the position of reexamining his original statement and its significance. In such a role, the counselor becomes a verbal reflection of the counselee and the counselee is assisted in his attempts to see himself, for the process of reexamination often produces insights which lead to new interpretations of significance.

The counselor reflects emotional tone. In many instances the effective counselor can be compared to a mirror in that he physically reflects the emotional tone of a counselee. In the last section we discussed the process of clarification through restatements of counselor verbalizations. In this instance we are discussing the "mirroring" of physical characteristics of the counselee. This is a non-verbal technique in which the intraceptive counselor dons the emotional tone of a counselee in an effort to expedite and facilitate the communications of counseling. The emotional tone of the counseling situation is initiated by the counselee, and the counselor follows by reflecting this emotional tone in his own physical behavior. Thus, the counselor becomes a physical mirror which reflects the being of the counselee, and through this mirror the counselee is better able to see himself.

Counselor verbalizations must be on the counselee's level of understanding. The majority of our society speaks the English language with varying degrees of proficiency, and the counselor by virtue of his experiential background, particularly his educational training, is among the more proficient practitioners. As it is difficult to conceptualize the world from the point of view of someone other than the self, it follows that communications and particularly the nomenclature, semantics, and connotations of communications are often ill understood from the point of view of another person. Thus, although two persons are conversing in the same language, it does not necessarily follow that the perceptual derivatives are the same. The counselor, then, must make every possible attempt to put himself in the "verbal shoes" of the counselee in order that they will be not only speaking the same language, but understanding the same language in an identical manner. It is only through effective verbal and physical communication that positive derivations can come from the counseling relationship.

Information revealed by the counselee must be held in confidence. With the possible exceptions stated below, matters discussed in a counseling interview must be treated with strict and absolute confidence. Exceptions are permissible (1) if expressed permission is granted by the counselee and (2) if the information constitutes a clear and definite threat to society. In all other instances information revealed in a counseling relationship is privileged in the sense of the lawyer-client or physician-patient relationship.

It is often difficult for the less experienced counselor to maintain strict confidence for he too is afflicted with the universal need for recognition, and many matters revealed in the privacy of the counselor's office could be used in casual conversation to fulfill the need. People discuss the things uppermost in their minds and the mind of the counselor is filled with cases. Consequently, when a conversational situation arises, it is difficult to remain entirely professional.

It must be emphasized that the counseling relationship can be utterly devastated by an inappropriately placed piece of information. Not only is the original counselee lost; counselees to come will view the relationship with a jaundiced eye, for once the damage is done there is no way to repair it.

The counselor recognizes that behavior is not a simple matter of this or that. Manifestations of behavior are generally the result of diverse and complex motivations which may be known or unknown to the counselee himself. Consequently, there is no easy way to assess behavior. The primary rule of thumb consists of relating manifestations of behavior to the total context from which they are derived. An isolated behavior removed from the context of its origin is generally significant of nothing and tells nothing. The counselor must strive to perceive the counselee's phenomenal field, life style, and self concept. It is only through such firmly based perceptions that behavioral characteristics can be expected to assume real meaning.

The counselor distinguishes between symptom and cause. Just as the word, desk, serves to identify the object but is not the object, the symptom manifested by a counselee serves as a clue to the identity of the underlying cause; but the symptom is not the cause.

The basic distinction between symptom and cause is often overlooked by the counselor who becomes so involved with symptoms of behavior that he forgets to examine causes. In hypnosis it has been found that psychosomatic symptoms can sometimes be eradicated through post hypnotic suggestion, but it is further found that the psychosomatic symptoms will usually be manifested later in another form unless the cause has been eradicated. By the same token it is apparent that in many instances counseling becomes so involved with psychosomatic symptoms such as knots in the stomach, lumps in the throat, tension in the neck, and so forth that it provides the counselee with little assistance in discovering the underlying causes. It behooves the counselor to expend as much time and energy as necessary in order to help the counselee come to grips with causes so that difficulty will not recur.

The counselor recognizes the limits of his competency and realizes that referral is not an indication of incompetency. It is difficult at best for the counselor to accept the recognition that he is inadequate in a counseling relationship. However, it is a simple fact that occasional cases will require more experienced and/or professional assistance than the particular counselor can provide. Such a situation should not threaten the counselor's ego because it is to be expected. The counselor who holds on even when he feels that he can no longer be of service is hurtful to the counselee, to the profession, and to himself.

CONCLUSION

Counseling offers the under-educated adult unique opportunities to effect a reconciliation of self and universe of experience. He is warmly accepted in a permissive atmosphere where he is free to be what he is without fear of judgement or betrayal. He is valued as a person of worth and dignity who is capable of making his own decisions and accepting the consequences of behavior based on the decisions. With the assistance of a competent counselor his disorientation and confusion diminishes as he is able to pull together the frayed elements of his world and construct an orderly and coherent world within which he can exist in a state of untroubled adequacy.

The counselor never achieves a degree of competency which allows him to optimally serve all counselees, for the process requires constant professional improvement. One never learns all there is to know. On the contrary, the counselor constantly finds that the more he learns, the more there is to learn; the more informed he is, the more ignorant he becomes. Thus, the professional counselor is confronted with a cyclical enigma.

The irony of the situation cannot be overcome but there is an acceptable course of action which every counselor can pursue. The professional counselor must develop a counseling style which works for him and he must subject his experiences to intense scrutiny in terms of new information gleaned through his readings and inter-personal experiences. The self satisfied counselor is not worthy of the name.

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THE SOCIAL-PSYCHOLOGICAL SPHERE OF
THE UNDER-EDUCATED ADULT

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This paper is presented in a manner consistant with tenents underlying the preinstitute sessions. That is it represents an attempt to acquaint the prospective counselor of under-educated adults with characteristics of the counselee as he has come to be, and with environmental influences which have contributed to his becoming. In essence it represents a necessarily brief overview to serve as a base from which a multitude of specifics will evolve in subsequent sessions.

It is anticipated that the majority of readers will see the paper as a review of previous learnings. It is further anticipated, however, that counseling with the under-educated adult requires adaptations which are facilitated through reexamination and reevaluation. From a very practical point of view, the material here is not abstract and it is not far removed. Remember that you will be asked to provide assistance and that the moment of encounter is at hand.

The individual becomes what he is as a result of the infinitely complex interaction of heredity and environment, with neither assuming greater developmental significance because the components are not mutually exclusive. When components are mutually necessary, the exclusion of either negates the effect of the other. Thus, discussions of the relative inportance of heredity and environment in the development of the human organism are purely academic.

At birth each individual is inherently endowed with a potential for physical, social, emotional, and intellectual development, but the quantity and quality of potential is unknown. Within this framework, potential develops in accordance with environmental opportunity.

Physical characteristics are known to be passed through generations of forebears to the meonate, and he can reasonably be expected to evidence characteristics common to the family. However, environmental influences leading to malnutrition, disease, accident and the like can negate optimal development of the physical self. It matters little that the individual is endowed with potential for a strong physical self, if he is not provided environmental nuturance which allows development of innate characteristics.

The process of observation often leads to the erroneous conclusion that emotional characteristics are dictated by heredity and little effected by environment. "He is a chip off the old block," "Like father, like son," and "She is just like her mother", are statements which imply an emphasis on innate endowment. Certainly the potential for emotional development is inherited, but the actual development is accomplished through learning. Children tend to emulate the behavior of societal contemporaries who are positively regarded. The child of a mother who is terrified by thunderstorms often exhibits a similar fear; the child of a placid and serene family environment is likely to evidence such characteristics.

In terms of social development, the individual has hereditary potential for diverse and sundry responses to his social sphere, but the direction and degree of his responses are determined by experience. As he interacts with members of the society, he discovers a role with which he is comfortable in varying degrees and the role is strengthened through derived satisfactions. Social characteristics, then, are potentially what nature dictates but ultimately what environment allows.

As in the cases of physical, emotional, and social development, the potential for intellectuality is unknown. Just as a bottle has a storage capacity but the extent to which the capacity is realized is dependent on environmental stimuli. The saying, "Genius will out", is not necessarily true. Genius will out if genius is afforded the opportunity to develop, but if it is shut off in an Ozark farm, it is likely to wither and die.

Within the framework of the heredity-environment interaction, the individual develops a style of life which is reflected in his behavior. The ensuing discussion will help us to understand the nature and origin of behavior.

Behavior is learned. When the neonate enters the world, he can be likened to a blank sheet of paper ready to receive imprints. His behavior is purely extemporaneous response to environmental stimuli without preconditioned concepts. As the neonate is unable to distinguish between the self and the external, the world is conceptualized as an extension of the self. In time he begins to internalize. That is, his experience in acting on and being acted on by the environment causes him to realize that he is not the universe, but a component of this universe. From this point he begins to differentiate between the various elements of the external, and objects and organisms assume names. Four legged animals formerly known as cow or horse become differentiated as not only cow and horse but as dog, cat, rabbit, and so forth. Finally, various aspects of the external world are molded into something which assumes personal meaning through the process of integration.

Thus, the individual is constantly beset with environmental stimuli which require adaptive behavior, i.e., learning. In his attempts to achieve a harmonious balance between self and world, the human organism discovers behaviors which bring desirable results and incorporates them into his repertoire. Unsatisfying behaviors are rejected. In time he learns to be what he is.

Behavior is caused. For every overt or covert manifestation of behavior there is a cause or there are causes. Bystanders often find the behavior of others unreasonable or without reason, but such observations are uninformed. Behavior which appears to have no base in reason may be perfectly reasonable to the behaver. The reference point of self is never fully adequate to assess the causes of behavior in another person.

In some instances, however, the behavior may be illogical and beyond the comprehension of the behaver, but even then it is caused. The Freudian would explain such a phenomenon as the result of a subconscious id driving the ego to achieve a fulfillment. The Adlerian, disavowing the subconscious in favor of a state of disorientation, would conclude that the organism maintains itself as a unified whole and that the behavior is merely the result of confusion. In any case, behavior is based in causes.

Behavior is goal oriented. Every manifestation of behavior is goal seeking in nature. The exact nature of the goal may be known or unknown to the behaver and/or observer, but a goal is sought and its identity serves as a direct clue to the basis of behavior. Obviously, a basic clue to the understanding of behavior is found in the end results of the behavior. In other words, what fulfillments are achieved as a result of the behavior?

The goals which underlie behavior in our society are sundry and complex. In addition to the basic needs common to every human, there are psychological needs of note. Murray, writing in the 1930's defined several characteristic needs which are measurable in terms of behavior and through psychological inventories. The Edwards Personal Preference Schedule purports to measure the needs for achievement, deference, order, affiliation, nurturance, succorance, endurance, aggression, heterosexuality, exhibition, dominance, autonomy, change, intraception, and abasement. For our purposes, they are grouped in four major categories. The refinements and implications are obvious.

1. Achievement. Each person has the need to experience success and the feeling of accomplishment. This is closely allied to Maslow's self fulfillment.

2. Social approval. Man is primarily a gregarious creature and he seeks to be a member of the social group. Consequently, he seeks approval in order to strengthen his position.

3. Exhibition. This is the need to be known, to be noticed; to be recognized and given attention. Praise, compliment, and flattery contribute to its fulfillment.

4. Security. We seek like situations which minimize internal and external threat.

Thus, goals underlie behavior and there are goals which are common to our societal peers. The gradients and valences of goal seeking behavior are matters of individual interpretation.

Behavior tends to remain constant. Granted, the human organism is in a constant state of transition and it never achieves absolute rigidity. Allport speaks of "becoming." The individual is never today what he was yesterday or what he will be tomorrow. For the most part, however, changes are so minute as to be imperceptible to the individual and/or the observer.

There is a commonly stated correlation, "The rich get richer and the poor get poorer." Drawing the parallel, the human organism tends to repeat those behaviors which bring satisfactory results. As a consequence the person becomes cyclically more and more like himself, as his behaviors are reinforced through satisfaction.

Let us now pull these postulates together and see what they mean in terms of the individuals with whom you will be working. The person is born with hereditary potential for development which is influenced by environmental exposure. As he strives to achieve goals dictated by needs, the resultant learnings are coagulated into a uniform reference point of self which is cyclically perpetuated. The understanding of the reference point, the constant I, is crucial to any helping relationship.

Every human being is characterized by a constant I which lends coherence and stability to the world. It is an I in relation to the world. Granted we appear similar in many intrinsically human characteristics, but each I is unique in that there is not now, has never been, and will never be another of identical quality and quantity.

The contention that no two I's are identical is easily illustrated by the familiar courtroom scene in which witnesses are asked to testify. Although each person has observed an identical event, descriptions vary. This is explained by the fact that each interpretation is grounded in a different frame of reference; a different self. Every person interprets the world in terms of his unique experiental background; his unique frame of reference.

A further illustration of the I can be gleaned by the use of color. Describe the color, red. Can you describe it without using the name of the color? Further, how do you know it is red, and are you certain that all persons perceive the same color when they are shown the color? Since early awareness, a certain color has been associated with the name, red. There is no guarantee that any two individuals perceive the color identically because the name of the color was learned in association with a particular stimulus. It is possible that what one person knows as red may be green to another.

As the I perceives, the pattern of behavior will be.

The I which attends a class for under-educated adults reflects the background through which it has evolved. Familiarity with the physical and social environmental background of the student is essential to effective communications in the teaching-counseling relationship. The middle class orientation of the educationist contrasts sharply with that of his less affluent contemporary. The aim here is to present in generalized form some of the primary characteristics of the under-educated adult and his environment which affect the counseling relationship.

Mental health. It is widely heralded that 1 of 10 individuals in our society will be institutionalized at some time of life because of mental disorder, and that 1 of 6 will need less radical psychological assistance. It is estimated that, at any given time, 600,000 hospital beds are occupied by the mentally distressed. Taking care to note innovations in techniques of detection and treatment accompanied by a changing public attitude, the figures are nonetheless appalling. Even with major advances in eugenics, euthenics, psychotherapy, chemotherapy, medicine and the lot, we can still look forward to the prospect of a society in which more hospital beds are occupied by mental cases than by the physically diseased and hurt.

Ignorance is not bliss, but a mistaken holdover of folklore which persists in modern society. No doubt you have heard the weary professional bemoan his fate and curse responsibilities which smatter the head with gray, but the lament is hopeless. Mental misery accompanies all walks of life and it is not diminished but increased as one slides down the ladder of social class to the realm of the under-educated. In actuality, the highest incidence of psychotic behavior occures in our lower social classes. The circumstances of life which plague educated society are compounded by the environmental conditions of the under-educated.

Intelligence. No subgroup of our society holds a monopoly on intelligence. Examples of high and low functional and test intelligence can be cited in all groups, but the under-educated consistently measure disproportionately low on intelligence tests. This is not to say with finality that the under-educated are inherently inferior, but it is no say that by our present standards they consistently measure second best.

Under the assumption that intellectual development of some individuals is not currently measurable because of the influences of cultural deprivement, professionals are attempting to develop culturally fair intelligence tests. For the present, however, we must be cognizant of the fact that high intelligence, measurable by current standards, is not a general characteristic of the under-educated adult.

Physical health. Due to a variety of factors, the under-educated does not enjoy physical health to the extent of his more affluent contemporary. Environmental conditions increase his susceptibility to accident, disease and death, and lack of knowledge and economic funds cause him to forego remediation that advantaged society would take for granted. We are only now beginning to correct this situation through the "war on poverty."

Occupational status. The under-educated individual is chronically unemployed, works at many jobs over short periods of time, and enjoys little economic and status success. It has been statistically shown that employability is virtually doubled by the aquisition of a high school diploma.

The personnel manager at the local plant of a major industry tells students that the company hires only high school graduates. The reason for this policy is not that drop outs lack necessary skills; the company provides training. The primary reason for the educational requirement is to insure the company of reliable individuals as indicated by the perserverence and sticktoitiveness demonstrated through high school graduation.

The under-educated, then, is more likely to be employed in low status positions than his better educated peer. Since he has not developed salable skills and/or since he has not stuck to his education, he must accept whatever employment opportunities are available. He is cast in the role of seller in a buyer's market.

This is not to say that honest work of low prestige is not honorable. It is to say that the janitor, dishwasher, waitress, and garbage truck driver might pursue the occupation due to necessity rather than choice.

One cannot help but wonder whether better opportunity would have made a difference.

Education has become and will continue to be a primary requisite for economically profitable work activity. The average yearly income of the male high school graduate is more than $2,500 higher than that of his counterpart who completed less than eight years of formal education. It is a small wonder that the under-educated wear faded blue jeans and scuffed shoes, or that theylive on a staple diet of beans, corn bread, and potatoes.

Low wage and harsh working conditions are the order of the day. If he rebels at his employment status, he faces the hurtful alternatives of surrendering dignity and pride to accept the public dole or turning to crime. Not only are such alternatives despised by many, they often fire resentment of the taxpayer. The burden is further heightened in low per capita income states which can ill afford the increasing costs of welfare cases.

Family. The family unit in American society is characterized by change. The close knit, patriarchal, agrarian, society has given way to a loose knit, democratic, agrarian and urban society. Families are often seperated by great distances and visit only infrequently. A sense of insecurity accompanies the transition in many instances and the incidence of social welfare attests the fact that families less often take care of their own.

The family unit is conceded to be least stable in the lower social classes. The under-educated consistently produce large families, but divorce, desertion, and adultry are commonalities accepted as normal components of life. As a result, many children of these marital unions become wards of the court and are provided for by persons and/or agencies other than the parents.

When families stay together their internal squabbles are often adjudicated by the courts. Excessive drinking, fighting, and general disturbances have been the ingredients which fattened the purses of many justices of the peace.

Living Conditions. The under-educated is generally a highly mobile tenant. He seldom owns real property but occupies low rent slum and rural shack dwellings. It is commonly accepted by teachers in such areas that the roll book is never closed. Moving from place to place is achieved with a minimum of difficulty and expense because the under-educated acquire little of the material that the middle class would hire a trucking firm to transport. Often as not, those personal properties deigned absolute necessity by the more affluent are completely absent from the squalid surroundings of the under-educated.

The lack of permanency is attested in disorder and, in many instances uncleanliness. Since property is not owned and tenancy is generally brief, the under-educated have no particular sense of pride in the care of property. Add to this the fact that landlords are sometimes prohibited by various combinations of inclination, ordinance, and cost from keeping property in good repair, and the problems of poor living conditions are compounded.

Societal Attitudes. The under-educated member of our society is generally suspicious of and alienated by his advantaged contemporaries. He has never fit the comfortable mold of middle class and his value system is reflected in attitudes and standards of behavior.

The under-educated is shut off from intellectual society by virtues of his deficiency. He is bound on all sides by his lack of educational development and the situation is cyclical in nature. The ignorant is bound to ignorant associations and generation after generation perpetuate the cycle. Thus, he is disinherited of his fair share of the great society.

It seems rather absurd to the middle class mind that, in a society of mass communications and affluence, an individual and/or group of individuals could be largely unaffected by the society around them, but it is not at all absurd. The primary socializing and acculturating group is the family unit and it is known that children tend to emulate the behavior of adults who are significant in their lives. Therefore, it is quite apparent that on-coming generations adopt the values and behaviors of their families and friends. It is not an easy matter to break out of the cycle when one knows nothing else and, in fact, is more comfortable with the status quo than with the behaviors needed for change.

Crime. The hostility cited above is evidenced by the fact that crime is more prevalent in the lower-lower class than in any other social class. The law is an entity to be feared, to be fooled, to be despised. The law is considered an agent of another group and it is not thought of as beneficial or helpful.

This too is a cyclical phenomenon. Each new generation is taught a fear for the "man" or the "fuzz" as the law enforcement officer is known. The fear is reinforced in the minds of child and adult, for when the officer comes on the scene, he often carries a warrant or club. Mothers admonish children that "the policemen will get you if you don't be good."

Noteworthy too is the fact that petty criminals and/or would be criminals who can relate convincing tales of bravado in flaunting the law and making good at the expense of society are often the objects of hero worshipping youngsters. Why respect the law when it always seems to affect one's life in a negative manner?

Political behavior. The under-educated is, generally speaking, a political non entity. Educational attainment is directly related to the ability to perceive the variables of politics and the under-educated is deficient. He has the options of (1) taking no part in politics,

(2) acting in the darkness of his ignorance, or (3) acting on the advice of another person. Thus, he is deprived of the right to voice a measured role in his government because he is devoid of the requisites for intelligent political office because his inabilities to interpret and communicate largely negate success.

In many areas elections constitute a holiday. Indigenous members of the neighborhood are hired to take voters to the polling place. Once there the voter is offered money or whiskey if he votes right. In some instances, it makes no difference how one votes; each side is offering the same inducement. However, in order to insure accuracy the voter is sometimes accompanied inside the voting booth by an interested helper. Election officials simply turn their heads.

Regard for education. Until recently it has been concluded that education is not highly prized by the under-educated. However, evidence is being gathered which indicates that the conclusion is erroneous. It is found that the problem is not a low regard for education, but an inability to meet the conditions necessary for obtaining the education. When one is unable to have a lunch at school; when one is obliged to wear hand-me-down clothing; when one is avoided by other children because of his have-not situation; when one sees his playmate drop out, he begins to lose the desire to go ahead.

Further, the school is often disliked and avoided because of our middle class biases. Basically, the average teacher-counselor is a middle class person with middle class value systems and aspirations. In our efforts to influence children, we often lose sight of the fact that students are not always cognizant of, or positively influenced by our values, and a lack of communication ensues. When communications break down children leave school. Teachers and counselors must be aware of the possibility that their biases may once again negatively influence the under-educated adult who dropped out of school as a youth.

A middle aged member of an adult basic education class in Eastern Kentucky was one of a family of twelve. None of the children went further than the eighth grade. As she describes the situation, school was of secondary importance. When there was a wash to be done, a child to be "tended to," or whatever, she was kept at home. Many times she stood on the front porch with one of the babies in her arms and watched the school bus pass. "Finally," she says, "I was so far behind that it just didn't matter and I stayed home every day."

The military. The under-educated has difficulty fulfilling his military obligation. In recent years the military has served dual roles as protector of the Nation and as a training facility for young men and women. The under-educated, however, is finding it increasingly difficult to be accepted by the military because the modern military man is required to present a background indicative of the ability to learn the technical skills necessary for military positions. Thus, the under-educated is denied the opportunity to serve his Country in the armed forces and he is not able to acquire competencies offered by the military which are transferable to civilian employment.

The culture. The under-educated is neither able to enjoy nor make positive contributions to his cultural heritage. Art, music, and literature taken for granted by educated society are alien to the educationally underprivileged. Much of life's most precious beauty falls on deaf ears, sightless eyes, and insensitive minds. Every man has a right to personal interpretation of his cultural heritage, but the right is negatively affected by inability to understand through education. If the farmer is without tools he cannot till the land; if the man is without education, he cannot till the culture.

IMPLICATIONS

The preceding discussion points up a multitude of implications for the counselor of under-educated adults. Some of them are transparent and some are relatively obscure, but it behooves us to be cognizant of the following major implications. Time and experience will point up others.

1. It is abundantly clear that the absence of either hereditary potential or environmental opportunity negates optimal physical, emotional, social, and intellectual development. The counselor is not in a position to alter hereditary potential, but he is in a position to help the client rebuild, renovate, and improve facets of his environment.

The counseling relationship is a vehicle through which the under-educated can be apprised of environmental informations which were hitherto unknown, and through which he can learn more about what he is, how he has come to be, and what possibilities are available for change.

It is estimated that by the year 1975, seventy percent of the available occupations will be of nature presently unknown. Volume I of the Dictionary of Occupational Titles lists more than 35,000 different job titles. Imagine the implications of such statements for counselors of under-educated adults. Frank Parsons said we must help the person to be apprised of self and environmental opportunity so that an acceptable reconciliation can be achieved. The counselor has his work prescribed.

2. Since the individual has learned to be, it is only logical that he can learn to be other than he is. The under-educated adult has handicaps compounded by years of ignorance and deprivement, but his presence is in itself an indication that he seeks change. The counselor must bear in mind, however, the fact that as an adult the client has

become over a period of years and his behaviors may be relatively firmly entrenched. It must be considered that change will not occur overnight; there are no panaceas. The counselor must be content with whatever progress is made.

I am compelled to direct the suggestion that you care for your own mental health. If this is endangered your ability to help will be curtailed. It is my experience that the work of a counselor in basic adult education programs is difficult, depressing, and often unrewarding. Progress is often slow and many of the situations encountered are extremely distressing. When the day's work is done, put it aside and engage in your own pursuits. Don't take your cases home. The counselor, who devotes himself to helping relationships, is highly motivated to nurture his fellows. This is a most admirable characteristic, but dwelling on cases can have extremely negative effects on his own mental health.

3. The counselor of under-educated adults is cognizant of the fact that behavior is caused and that symptoms serve as clues to the underlying causes. In many instances the adult can be expected to evidence behaviors which are not consistent with the ideals of middle class society, but the behaviors are steeped in causes which when discovered offer explanation.

Attitudes toward society, sexual behavior, family relations, crime, and so forth are created through exposure to the environment, and the resultant behaviors are understandable in terms of the phenomenal sphere in which the individual has developed. The counselor must himself be aware of the divergences of behaviors from his own and seek to discover the underlying causes.

4. The counselor is assisted in his quest for understanding by the knowledge that behavior is goal oriented. The fact that clients are impelled by universal needs offers a further clue to understanding. By assessing the outcomes and anticipated outcomes of behavior, one can be apprised of the intensity and direction of needs within the individual, and subsequently help him with achievement and/or modification.

The problem here is not one of discovering the needs which exist within the individual. We have this information from a multitude of psychological research. The problem is to discover the intensity and direction of the needs within the individual according to his own perceptions. To the extent that his needs are fulfilled in the academic situation he will continue to participate; to the extent that his needs are not fulfilled, he will consider attrition. The counselor, as a part of the total educational unit is obliged to help the student to achieve satisfying goals.

5. The constancy of behavior serves as an indicator of the life style and self concept of the client. Behavior is cyclical in nature, as a person tends to repeat satisfying behavior. It is generally conceded that isolated manifestations of behavior extracted from the context of the totality of behavior is in itself indicative of nothing. A basis of comparison must be evident. Thus, the counselor must be aware of as many aspects of the client as possible.

The importance of this point is further augmented by the previous statement that the under-educated adult is more likely than most to evidence symptoms of mental distress. The counselor will be confronted with persons who evidence emotional difficulties which require immediate and accurate analysis. The following guidelines are noteworthy.

A. Abnormal behavior is exaggerated normal behavior. The implication of the statement is quite obvious. Characteristics of the abnormal person are the same as those of the normal except that they are more intense. Inert behavior, laughter, depression, and so forth are indicative of moods within the temperament of normal individuals, but they become suspect when they occur in profusion and appear too intense.

B. Is the behavior appropriate to the individual? Again the importance of the life style is pointed up. When sudden or radical changes in the pattern are evidenced, the behavior becomes suspect. Thus, behavior is assessed in terms of consistency.

C. Is the behavior appropriate to the situation? Individuals react to various situations with diverse and sundry behavior and the behavior is assessed in terms of a continuum of averages. What would the average person do in this situation? In the case of the speaker who arrived at the appointed place, and finding no parking space, proceeded to give the desk clerk a violent tongue lashing, the behavior may have been appropriate to the person but it was not appropriate to the situation. Such behavior is suspect.

Mental distress is evidenced in many ways. Malice, lethargy, tension reducing habits, compulsive behavior, negativism, excitability, daydreaming, etc. are important clues to the self. In all of this, however, caution and discretion are in order. Normality encompasses a wide range of behavior and every person evidences components of self which can be construed as abnormal. It is difficult to ascertain the point at which behavior becomes abnormal, and the difficulty is compounded by well meaning individuals who make inadequately based and hasty judgements.

6. Communications are effectively implemented through mutuality of experiencing based in understanding and respect. Although it is impossible to experience the world in a manner identical to another person, the counselor can accept the second best alternative of knowing as many aspects of the under-educated adult as possible. Thus, the I, the reference point of self, is exceedingly important.

The problem of assessing the constant I is aggravated by the fact that we, as counselors, often assume too much. Our behavior indicates that we assume that other individuals view the world in an identical manner; that their codes, values, mores, aspirations, etc. are like our own. This could not be further from the truth.

Nor can we assume, as some do, that because we come from situations of deprivement we know and understand. In many instances, the worst perpetrators of disharmony are among those who have pulled themselves up by their own boot straps and achieved a new orientation. Such individuals find it difficult to accept the proposition that their former peers do not strive toward similar goals. Thus, we must constantly be aware of changes within ourselves and, as Rogers says, we must be secure enough within ourselves to permit the other person his freedom.

7. The under-educated adult approaches the basic education program with apprehension and insecurity. His frame of mind is a reflection of previous experiences in the academic situation. He has dropped out once and he will again if his experiences are not immediately rewarding. In this connection the counselor has two primary responsibilities. First, he must establish a rapport with the faculty and administration through which he can carry on a formal or informal in service program designed to help other workers develop a guidance point of view. The transition from teaching in a typical setting to that of teaching in the basic adult education program is often quite difficult. If the adult is not recognized as a 'somebody' who exercises choice and who must be immediately rewarded in an academic and social sense, he will soon disengage himself.

Second, the counselor must make himself known to students as one who is present to provide assistance, and the nature of the assistance should be defined. This implies a 'reaching out' process. The counselor who sits in his office is not likely to develop an effective program. This is not to infer required referrals, rather the counselor must realize that the adult is reluctant to approach a new situation such as the counseling relationship and he must, therefore, make himself available and approachable.

CONCLUSION

The under-educated adult follows the essential rules of becoming that are evidenced in the development of his advantaged contemporaries. The major discrepancy lies in the fact that they develop with uniquely different environmental influences and opportunities. The basic adult education student is the end product of a lifetime of deprivement and his behavior is reflective of the background through which he has evolved. If we are to be successful in providing assistance, we must make every effort to be apprised of the individual as he has come to be, and we must nurture him in terms of what he ultimately can be and in terms of what he ultimately wishes to be.

It serves no legitimate end to exhort the learner to make use of his academic acquisitions if he is ignorant of his opportunities. Nor is it feasible to urge the learner to new accomplishments if we are devoid of knowledges concerning his aptitudes, interests, intellectual development, and personality. The emotionally disturbed cannot be expected to profit from his experiences, and the socially inept will soon retire. These and a host of related problems face the under-educated adult and those who seek to lend assistance. The counselor is uniquely privileged to help.

OUTLINE OF AN ORIENTATION AND GUIDANCE TRAINING SESSION FOR TEACHERS AND COUNSELORS OF UNDEREDUCATED ADULTS IN SELECTED AREAS OF THE STATE OF KENTUCKY

by

Golden I. Langdon

Augusta College

Augusta, Georgia

INTRODUCTION

The initially conceived plan for Adult Basic Education in the state of Kentucky provided 10 hours of pre-service and 10 hours of in-service training for teachers of adult, functional illiterates. The 20 hours of training were offered through 3 member teams from participating state institutions of higher education. The teams consisted of a guidance and counseling specialist, a computational skills specialist, and a communications skills specialist.

The attached outline is descriptive of the 6 hour presentation of the guidance and counseling specialist from Morehead State University. Since each team was independently responsible for developing a program, this outline is not necessarily indicative of the procedure developed by guidance personnel at the other institutions of higher education.

The reader will note that the material presented herein does not represent an outline in the strictest sense of the word. In reality, this is an exact copy of the notes from which the guidance presentation was made.

SECTION I

PHILOSOPHICAL BASES OF ADULT BASIC EDUCATION

A FREE LIFE IS THE ONLY LIFE WORTHY OF HUMANITY

1. FREEDOM IS CONDITIONED BY SEVERAL THINGS
    - A. HEALTH -- NO MATTER HOW WEALTHY
    - B. ECONOMIC STATUS -- SLAVE TO HIS BODY
    - C. EMOTIONALLY -- SLAVE TO HIS PASSIONS
    - D. SOCIALLY

2. EDUCATION & FREEDOM
    - A. POOR EDUCATION -- SLAVE TO OPINION OF OTHERS
    - B. DOES NOT UNDERSTAND THE IMPLICATIONS OF HIS ENVIRONMENT -- ACT NOT AT ALL -- OR IN DARKNESS
    - C. CULTURALLY DEPRIVED
    - D. NATURE OF HIS ORIGIN

3. HE IS BOUND ON ALL SIDES BY EDUCATIONAL DEVELOPMENT

4. HE WALKS THE LINE IN DARKNESS

5. HE IS SHUT OFF FROM INTELLECTUAL SOCIETY

6. THE IGNORANT IS CONFINED TO IGNORANT ASSOCIATION

7. THE CONDITION IS INBRED -- CYCLE

8. DISINHERITED OF HIS JUST SHARE OF OUR GREAT SOCIETY

9. INSOFAR AS WE CAN BRING PEOPLE TO AN UNDERSTANDING OF THEMSELVES AND THEIR ENVIRONMENT CAN WE HAVE A DEMOCRACY. INSOFAR AS WE CANNOT WE HAVE GOT TO HAVE CONTROL BY THE FEW.

SECTION II

STATISTICAL SUMMATION

U.S. LABOR FORCE -- MARCH 1964

TOTAL	72,810,000
EMPLOYED	68,517,000
UNEMPLOYED	4,293,000
U.S. POPULATION	190,000,000

PUBLIC ASSISTANCE IN KENTUCKY

TOTAL POPULATION	3,038,000
TOTAL AID RECIPIENTS	148,928
TOTAL EXPENDITURES	$74,411,000
PER CAPITA INCOME	1,712
RANK IN NATION	44
OLD AGE ASSISTANCE	55,598
MEDICAL ASSISTANCE FOR AGED	4,698
AID TO DEPENDENT FAMILIES	19,762
AID TO BLIND	2,401
AID TO DISABLED	9,410
GENERAL ASSISTANCE	1,523

EDUCATION OF KENTUCKY POPULATION AGED 25 YEARS AND OLDER

TOTAL	1,610,000
-5 YEARS	223,000
5-7 YEARS	312,000
8 YEARS	391,000
TOTAL IN NEED	926,000
HIGH SCHOOL 1-3 YEARS	240,000
HIGH SCHOOL 4 YEARS	266,000
COLLEGE 1-3 YEARS	99,000
COLLEGE 4+ YEARS	79,000
TOTAL	684,000
18-25 LESS THAN 8 YEARS	200,000

MEDIAN EDUCATIONAL LEVEL--KENTUCKY AND NATIONAL

POPULATION	KENTUCKY	NATIONAL
TOTAL	8.7	10.6
MALE	8.5	10.3
FEMALE	8.8	10.9
WHITE	8.7	10.9
NONWHITE	8.2	8.2

SCHOOL LEAVERS AND OCCUPATIONAL STATUS 1962--1963

TOTAL DROPOUTS	729,000
UNEMPLOYED	27.9%
H.S. GRADUATES	1,892,000
UNEMPLOYED	14.3%

DROPOUTS-SERVICE--LABOR	Male 54.7%
HS GRADUATES-SERVICE--LABOR	Male 31.2%
DROPOUTS-SERVICE--LABOR	Female 49.1%
HS GRADUATES-SERVICE-LABOR	Female 18.7%

TOTAL KENTUCKY STUDENTS	651,000
ANNUAL DROPOUT	23,000--3.5%

LIFETIME AND MEAN INCOME OF MALES 25-64 (1961)

-8 YEARS	124,930	3,483
8 YEARS	+43,880	+1,267
1-3 HIGH SCHOOL	+68,152	+1,822
4 HIGH SCHOOL	+99,487	+2,619
1-3 COLLEGE	+148,119	+3,909
4+ COLLEGE	+235,674	+6,047

source: Statistical Abstract of the United States
U.S. Government Printing Office
Price $3.75

SECTION III

THE KENTUCKY PLAN

WE HAVE FOUR CHOICES
1. EXTERMINATION
2. DEPORTATION
3. TOTAL SUPPORT
4. EDUCATION

WE HAVE CHOSEN THE LATTER ALTERNATIVE

KENTUCKY STATE PLAN FOR BASIC ADULT EDUCATION

1. KENTUCKY HAS ENTERED INTO A CONTRACTUAL AGREEMENT WITH THE FEDERAL GOVERNMENT IN ORDER TO ALLEVIATE THE APPALLING LACK OF BASIC EDUCATION IN THE STATE.

2. RESPONSIBILITY FOR THE TOTAL PROGRAM HAS BEEN ENTRUSTED TO MR. FORREST ESHAM, DIRECTOR OF ADULT EDUCATION IN KENTUCKY.

3. MR. ESHAM HAS WORKED OUT AN AGREEMENT WITH THE AREA COLLEGES.

4. THE COLLEGES WILL PROVIDE A TEAM OF THREE PERSONS WHO ARE EXPERT IN THE AREAS OF GUIDANCE, COMMUNICATION SKILLS, AND COMPUTATIONAL SKILLS.

5. THE COLLEGE TEAM WILL PROVIDE 20 HOURS OF INSTRUCTION FOR TEACHERS OF ADULT FUNCTIONAL ILLITERATES. 10 HOURS ARE PRE-SERVICE AND 1- HOURS IN-SERVICE.

6. CLASSES WILL BE CONDUCTED OVER FOUR SATURDAY SESSIONS. 6 HOURS ORIENTATION AND GUIDANCE, 6 HOURS COMPUTATIONAL SKILLS, 6 HOURS COMMUNICATIVE SKILLS, AND A 2 HOUR SUMMARY.

7. TEACHERS WILL CONDUCT CLASSES ON A SCHEDULE TO BE CONSTRUCTED BY THEM. MINIMUM OF 6 HOURS PER WEEK--MINIMUM OF 20 HOURS PER WEEK.

8. LENGTH OF CLASSES WILL BE 150 HOURS.

9. THREE LEVELS OF INSTRUCTION -- 150 HOURS AT EACH LEVEL:
   LEVEL 1 -- Grades 1-2-3
   LEVEL 2 -- Grades 4-5-6
   LEVEL 3 -- Grades 7-8

10. ANY KENTUCKY RESIDENT 18+ WITH LESS THAN 8 YEARS OF EDUCATION IS ELIGIBLE.

11. WE WILL TALK ABOUT PLACEMENT LATER.

12. READING AND COMPUTATIONAL SPECIALISTS WILL EXPLAIN FULLY LATER. HOWEVER, WE ARE TO TEACH NECESSARY SKILLS, ON AN ADULT LEVEL. TO CAUSE FUNCTIONAL LITERACY.

13. 15-25% OF THE 150 HOURS (22.5--37.5 HOURS) WILL BE DEVOTED TO GUIDANCE. THIS WILL BE EXPLAINED MORE FULLY LATER ON.

14. FINANCES:
    TEACHERS PAID $4.50 PER HOUR -- $675.00 PER COURSE
    TEACHERS PAID $25.00 FOR PERSONAL EXPENSES
    NO FEE OF ANY KIND TO STUDENTS
    EACH CLASS = $50.00 ADMINISTRATION FEE
    $10.00 FOR EACH STUDENT (SUPPLIES)

COOPERATING AGENCIES AND OFFICIALS
SUBJECT TO CHANGE--NEBULOUS IN NATURE

1. EARL V. POWELL, COMMISSIONER -- KENTUCKY DEPARTMENT OF ECONOMIC SECURITY WILL REFER 18+ PARTICIPATING IN AFDC TO THE PROGRAM.

2. STATE EMPLOYMENT SERVICE WILL PROVIDE TESTING, COUNSELING, AND PLACEMENT FOR ADULT BASIC EDUCATION -- VOCATIONAL TRAINING UNDER THE MANPOWER TRAINING ACT -- FURTHER ACADEMIC EDUCATION LEADING TO HIGH SCHOOL COMPLETION BY THE EQUIVALENCY METHOD AND/OR JOB PLACEMENT.

3. RUSSEL E. TEAGUE, COMMISSIONER -- KENTUCKY STATE HEALTH DEPARTMENT:
    - A. PROVIDE HEALTH INFORMATION TO STUDENTS
    - B. ARRANGE FOR HEALTH SERVICES WHEN AVAILABLE
    - C. PROVIDE ADVICE TO TEACHERS WITH REGARD TO METHODS OF IMPLEMENTING THE EDUCATIONAL PROCESS FOR PERSONS WITH SPECIAL HEALTH HANDICAPS.
    - D. INDICATE LOCATIONS WHERE SUCH SERVICES ARE AVAILABLE.
    - E. ALL ABOVE = WHEN SERVICES ARE NECESSARY SO THAT STUDENTS CAN PROFIT FROM INSTRUCTION.

4. LOCAL SUPERINTENDENT:
    - A. MAKE THE COURSE AVAILABLE.
    - B. MAKE PROGRESS RECORDS AVAILABLE TO PUBLIC ASSISTANCE OFFICIALS.
    - C. GRANT 8th GRADE EQUIVALENCY CERTIFICATE.
    - D. INFORM EMPLOYMENT SERVICES OF EQUIVALENCY CERTIFICATES.
    - E. SEE THAT TEACHERS KEEP RECORDS.

5. LOCAL PUBLIC ASSISTANCE OFFICIALS -- HELP WITH MAINTENANCE OF ATTENDANCE.

SECTION IV

SOCIAL CLASS STRUCTURE

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LL -- ATTITUDES TOWARD SOCIETY -- AUTHORITY -- HEROES -- CRIME
OCCUPATIONAL STATUS
LIVING CONDITIONS
FAMILIAR CHARACTERISTICS
HOME AND NEIGHBORHOOD
MOBILITY
LONGEVITY
CONTRIBUTION TO COMMUNITY
MENTAL HEALTH
INTELLECTUALITY
SEXUAL ACTIVITY
REGARD FOR EDUCATION

SECTION V

HELPS AND HINTS FOR TEACHERS OF ADULTS

1. THE STUDENT IS IN YOUR CLASS ON A VOLUNTARY BASIS
2. THE STUDENT IS AN ADULT

3. PLAN AND TEACH DEMOCRATICALLY
4. THE ADULT KNOWS WHAT HE WANTS
5. ADULT EDUCATION MUST GIVE SOCIAL SATISFACTION
6. STRIVE FOR RAPPORT
7. EDUCATION COMPETES FOR THE ADULT'S TIME
8. THE ADULT IS A SOMEBODY
9. ADULTS ARE IMPATIENT LEARNERS
10. THE ADULT HAS LEARNING HANDICAPS
11. THE ADULT LIKES SMALL UNITS OF WORK/STUDY
12. ADULTS RESPOND TO A DIVERSITY OF METHOD
13. ADULTS DISPLAY WIDE INDIVIDUAL DIFFERENCES
14. MOST DROP-OUTS FALL INTO THE FOLLOWING CATEGORIES:
    - A. HE GOT WHAT HE CAME FOR
    - B. HE DIDN'T GET WHAT HE CAME FOR
    - C. HE COULDN'T MAKE THE GRADE
    - D. HE HAD NO CHOICE
15. THE GOOD TEACHER EVALUATES HIS LEADERSHIP
    - A. PEDAGOGICALLY
    - B. PERSONALLY
    - C. PROFESSIONALLY
    - D. PHILOSOPHICALLY

SECTION VI

ORIENTATION TO GUIDANCE SERVICES

1. GUIDANCE DEFINED
2. GUIDANCE PROGRAM DEFINED
3. HISTORICAL PERSPECTIVE
4. STATUS OF GUIDANCE IN KENTUCKY
5. APPLICABILITY OF GUIDANCE IN ADULT BASIC EDUCATION

THE INDIVIDUAL INVENTORY SERVICE

1. RECORDS AND RECORD KEEPING
    - A. PERSONAL
    - B. ADMINISTRATIVE
2. TESTING
    - A. THE WHY OF TESTING
    - B. TEST SELECTION
    - C. ADMINISTRATION
    - D. INTERPRETATION
3. OTHER TOOLS
    - A. MORENO TECHNIQUE
    - B. ANECDOTAL RECORD
    - C. CASE STUDY
    - D. INTERVIEW

SOURCES:

BUROS, OSCAR KRISEN. THE SIXTH MENTAL MEASUREMENTS YEARBOOK. HIGHLAND PARK, N.J.: GRYPHEN PRESS, 1965.

GRONLUND, NORMAN E. MEASUREMENT AND EVALUATION IN TEACHING. NEW YORK, NEW YORK: MACMILLAN COMPANY, 1965.

THE INFORMATION SERVICE

1. OCCUPATIONAL INFORMATION
   - A. U.S. DEPARTMENT OF LABOR, U.S. EMPLOYMENT SERVICE. DICTIONARY OF OCCUPATIONAL TITLES, VOLUME I, DEFINITIONS OF TITLES. WASHINGTON, D.C.: U.S. GOVERNMENT PRINTING OFFICE, 1965.
   - B. U.S. DEPARTMENT OF LABOR, U.S. EMPLOYMENT SERVICE. DICTIONARY OF OCCUPATIONAL TITLES, VOLUME II, OCCUPATIONAL CLASSIFICATION. WASHINGTON, D.C.: U.S. GOVERNMENT PRINTING OFFICE, 1965.
   - C. U.S. DEPARTMENT OF LABOR, BUREAU OF LABOR STATISTICS. OCCUPATIONAL OUTLOOK HANDBOOK, 1966-1967 EDITION. WASHINGTON, D.C.: U.S. GOVERNMENT PRINTING OFFICE, 1966.
   - D. FORRESTER, GERTRUDE. OCCUPATIONAL LITERATURE, AN ANNOTATED BIBLIOGRAPHY. NEW YORK: H.W. WILSON COMPANY, 1964.
   - E. U.S. DEPARTMENT OF COMMERCE, BUREAU OF THE CENSUS. STATISTICAL ABSTRACT OF THE UNITED STATES. WASHINGTON, D.C.: U.S. GOVERNMENT PRINTING OFFICE, LATEST EDITION.
   - F. COMMUNITY AND REGIONAL SURVEY
   - G. FREE INFORMATION
   - H. DEPARTMENT OF ECONOMIC SECURITY
   - I. SCIENCE RESEARCH ASSOCIATES
     259 EAST ERIE STREET
     CHICAGO, ILLINOIS 60611

     CAREERS
     P.O. BOX 135
     LARGO, FLORIDA 33540

     B'NAI B'RITH VOCATIONAL SERVICE
     1640 RHODE ISLAND AVENUE, N.W.
     WASHINGTON, D.C. 20036

     CHRONICLE GUIDANCE PUBLICATIONS
     MORAVIA, NEW YORK 13118

     GUIDANCE EXCHANGE
     P.O. BOX 1464
     GRAND CENTRAL P.O.
     NEW YORK, NEW YORK 10017

2. EDUCATIONAL INFORMATION
    A. ORIENTATION TO THE ADULT BASIC EDUCATION PROGRAM
    B. GED TEST
    C. EIGHTH GRADE EQUIVALENCY
    D. VOCATIONAL SCHOOLS
        MAYO -- AGE 16 -- $4.00 PER MONTH
        "READ AND CIPHER A LITTLE"
    E. STANDARD VOCATIONAL SCHOOL GUIDES
    F. COLLEGE AND JUNIOR COLLEGE GUIDES
    G. FEDERAL-STATE PROGRAMS
3. PERSONAL-SOCIAL INFORMATION
    A. CLASS SYSTEM AND EDUCATION
    B. SOCIOLOGICAL BASES OF EDUCATION
    C. PERSONAL HEALTH AND HYGIENE
    D. INTER-PERSONAL RELATIONSHIPS

GROUP GUIDANCE SERVICE

1. ORIENTATION TO PROGRAM
2. FREE DISCUSSION
    A. COMMON PROBLEMS
    B. THINK PROBLEMS ARE UNIQUE
3. FILM PRESENTATIONS
    A. OCCUPATIONS
    B. EDUCATION
    C. PERSONAL-SOCIAL
4. CAREER NIGHTS AND RELATED ACTIVITIES
5. TOURS
6. SOCIAL FUNCTIONS
7. CONSULT YOUR STATE AGENCIES
    A. EMPLOYMENT SECURITY
    B. MENTAL HEALTH DEPARTMENT
    C. HEALTH DEPARTMENT
    D. ETC.
8. POSSIBLE TOPICS
    A. THE FAMILY UNIT
        1. MARRIAGE
        2. CHILD REARING
    B. AGING
    C. LEISURE TIME
    D. EMOTIONS
    E. SOCIAL STRUCTURE
    F. GOVERNMENT
    G. BUDGETING
    H. NUTRITION
    I. HEALTH HABITS
    J. ETC.
9. FUNDAMENTALS OF HUMAN DEVELOPMENT
    A. INTELLECTUAL
    B. SOCIAL
    C. EMOTIONAL
    D. PHYSICAL

SOURCE:

PUBLIC AFFAIRS PAMPHLETS
22 E. 38th STREET
NEW YORK 16, NEW YORK

COUNSELING SERVICE

1. DEFINE COUNSELING
2. EVERYONE HAS PROBLEMS
3. PROBLEMS OF YOUR STUDENTS WILL HAVE BEEN COMPOUNDED
4. MENTAL HEALTH
5. HAD PROBLEMS IN SCHOOL WHICH HAVE GROWN
6. MAJOR COUNSELING THEORIES
    - A. CLIENT CENTERED
    - B. EXISTENTIAL
    - C. TRAIT CENTERED-DIRECTIVE
    - D. LEARNING THEORY
    - E. PSYCHOANALYTIC
7. SOURCE:

    MCGOWAN, JOHN F., AND LYLE D. SCHMIDT. COUNSELING READINGS IN THEORY AND PRACTICE. NEW YORK: HOLT, RINEHART, AND WINSTON, INC., 1962.

    PATTERSON, C.H. THEORIES OF COUNSELING AND PSYCHOTHERAPY. NEW YORK: HARPER AND ROW, 1966.

COUNSELING BASES

1. HOW HAVE YOU BECOME WHAT YOU ARE
    - A. HEREDITY
    - B. ENVIRONMENT
    - C. RESPONSE
2. WHICH IS MORE IMPORTANT
3. IMPLICATION:
    - A. WE CANNOT MODIFY HEREDITY
    - B. WE CAN MODIFY ENVIRONMENT
    - C. WE CAN MODIFY INDIVIDUALS
4. FREUD -- BIRTH CONFLICT -- EGO -- ID -- SUPEREGO
5. ADLER -- INFERIORITY -- SUPERIORITY
6. WE SEARCH FOR APPROPRIATE -- IF NON -- IF SOME
7. THE SELF CONCEPT -- LIFE STYLE
    - A. DEFINE AND EXPAND
8. THE CONSTANT I
    - A. DEFINE
    - B. YOU ARE UNIQUE
    - C. NO TWO PEOPLE
    - D. IS NOT, HAS NEVER BEEN, WILL NEVER BE
9. DRAW TOGETHER -- CONCEPT OF INDIVIDUAL PSYCHOLOGY

THE COUNSELING PROCESS

1. THE INTER-PERSONAL RELATIONSHIP
    A. EMPATHY--RAPPORT-MUTUALITY
2. COUNSELING IS NOT ADVISING
    A. WHY DON'T YOU
    B. IF I WERE YOU
    C. YOU SHOULD HAVE
    D. IMPLICATIONS OF A,B, AND C.
3. COUNSELOR ACCEPTS SELF
4. COUNSELOR ACCEPTS COUNSELEE
    A. ON HIS TERMS
    B. DIFFICULTIES
5. INDIVIDUAL ATTENTION
6. LISTEN
7. OPEN END LEAD
8. CLARIFY
9. REFLECTION
10. ALTERNATIVES
11. VERBAL AND NON-VERBAL CUES
12. LEVEL OF COMMUNICATIONS
13. THE MATTER OF CONFIDENCE
14. WHAT HAVE I SAID--SUMMARY
15. AFTER WORD ABOUT LOVE

DANGERS IN COUNSELING

1. FREE ADVICE
2. HASTY JUDGEMENTS--LABELING
3. CONFUSION OF SYMPTOM & CAUSE
4. NAME IS NOT THE THING
5. THINGS NOT ALWAYS WHAT THEY SEEM
    MULTI-MOTIVATION
6. BEHAVIOR IS NOT THIS OR THAT
7. NON-PROFESSIONAL TREATMENT

SUGGESTIONS FOR APPRAISAL

1. ABNORMAL BEHAVIOR IS EXAGGERATED NORMAL BEHAVIOR
2. IS THE BEHAVIOR APPROPRIATE TO THE SITUATION
3. IS THE BEHAVIOR APPROPRIATE TO THE PERSON
4. WHAT DID HE NOT SAY

SECTION VII

THE REFERRAL PROCESS

1. MENTAL HEALTH CLINIC
2. HEALTH CLINIC
3. SCHOOL COUNSELOR -- PSYCHOLOGIST
4. HOSPITALS

5. LIBRARIES - CITY - COUNTY - SCHOOL - COLLEGE
6. VETERANS' ADMINISTRATION
7. DEPARTMENT OF ECONOMIC SECURITY
8. DEPARTMENT OF PUBLIC ASSISTANCE
9. CIVIC SERVICE CLUBS
10. RED CROSS
11. COLLEGE TESTING CENTER
12. RE-ENTERING SCHOOLS

WHEN TO REFER

1. WHEN THE REQUEST FOR INFORMATION IS BEYOND YOUR COMPETENCY
2. IN CASES OF PERSONALITY DIFFERENCES
3. IF RAPPORT IS LACKING
4. IF YOUR ATTEMPTS HAVE BEEN FUTILE
5. DON'T WAIT UNTIL IT IS TOO LATE
6. REFERRAL IS NOT AN INDICATION OF INCOMPETENCY

HOW TO REFER

1. REFER TO A SPECIFIC PERSON
2. MAKE THE APPOINTMENT
3. SOMETIMES ACCOMPANY HIM
4. DO NOT PUMP HIM
5. DO NOT EXPECT MIRACLES--WHY

POWER OF THE POOR

Joseph B. Luten

NOTE: This page and the following five pages were used by Mr. Luten as hand-out material to accompany his video-tape documentary presentation of the Detroit riots which occurred while he was attending the Adult Basic Education Teacher-Trainer Institute at Wayne State University in July 1967.

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The devastation and rioting this past summer all over this country is to me a clear warning that no amount of patchwork can solve the problems of the unemployed poor living in over-crowded slums. I am convinced that only a massive program comparable to the $30 billion which we are annually wasting on very unpopular foreign wars and adventures can hope to successfully solve the multi-problems of the poor.

The direct and self-perpetuating relationships between poverty, unemployment, low family income, lack of counseling and education, infant deaths, dilapidated and overcrowded housing, crime and various other important demoralizing socio-economic conditions are only too well known. The data and information that I have compiled here was primarily furnished to me by government sources.

According to the mandate of our country and our President, all poor Americans are to be helped to help themselves. A very large segment of the poor in the United States, the American Negro, has the added frustration of being asked to cope with the jeopardy of skin color. Equalization of life chances for this segment of this country, the non-white American, has become a national task.

If this national task is to be accomplished, then one of the most vital ingredients that must be used will be guidance counseling. Well informed Counselors of these disadvantaged adults can do much to help them overcome their frustrations.

It is hoped that this data will give you more insight and better understanding of the poor and how such a potential power of our society that could probably make many worthwhile contributions is being dissipated at the hands of poverty, discrimination, and neglect.

If some of these ills are not corrected I am sure that I will again see the Power of the Poor as it exhibits itself in the only way it can by more devastation and destruction such as we witnessed this summer (1967) in Detroit. It was truly a demonstration of the wasted manpower of the poor.

POVERTY: LOW INCOME AND UNDER-UTILIZED MANPOWER

"Despite record peaks in employment and production, the economy is failing to utilize fully the potential of its manpower resources, as compared with the early 1950's."

"The decline in the utilization of nonwhite manpower has been especially severe, and has pervaded all age groups. Matching the white standard reference rate of the early 1950's would have required the employment of 300,000 more non-whites in 1965."

Department of Labor, Bulletin Number 10,
September 1966.

POVERTY IN THE UNITED STATES

Poverty has followed the same gap-widened pattern. Poverty in the United States has declined considerably since World War II, but real progress has been only for the white poor, even though the nonwhite population gain of 46% as against a white gain of 24% should have stimulated relatively more jobs and aid for nonwhites. Between 1947 and 1962, white families in poverty declined by 2,710,000 or 27%, while nonwhite poor families dropped by a mere 53,000 or 3%. As a result, nonwhite families in 1964 constituted a larger share of all poor families (21%) than in 1950 (16%); in 1964, 49.3% or half of all nonwhites were poor compared with a low 14.4% of the whites. Projections for 1975 indicate a continuation of this trend.

	All Families % Increase 1947-1962	FAMILIES IN POVERTY* 1947-1962			
		Number of Families In Poverty		Decline In Number of Poor Families 1947-1962	
		1947	1962	Number	%
White	24%	9,918,000	7,208,000	-2,710,000	-27%
Nonwhite	46%	2,077,000	2,024,000	- 53,000	- 3%

*Families with total money income of less than $3,000 (1962 prices).

	Persons in Poverty, 1964	
	White	Nonwhite
Population	165.4 million	21.8 million
Population in Poverty	23.8 million	10.8 million
% Population in Poverty	14.4%	49.3%

a. Certainly lack of education is an important factor in perpetuating poverty. The relatively far greater educational improvement during this period, as indicated in the table below, should have resulted in far greater, not less improvement in moving nonwhite families out of poverty. This should have been true especially for the employable nonwhites under 54 years of age who showed great educational advances in this period.

Increase In Average Years of School Completed, 1947-1964

	25-29 yrs.	30-34 yrs.	35-44 yrs.	45-54 yrs.	55-64 yrs.	65 & over
White	0.4 yrs.	0.6 yrs.	1.9 yrs.	3.3 yrs.	1.5 yrs.	0.7 yrs.
Nonwhite	3.4 yrs.	3.2 yrs.	2.8 yrs.	2.3 yrs.	1.7 yrs.	1.0 yrs.

Age — SCHOOL YEARS

POVERTY AND PUBLIC WELFARE

Less than 1% (50,000 persons) of the 7.3 million Americans on public welfare are capable of working, almost half (48%) are children, about 28% are the aged, almost 10% are blind or severely handicapped and the rest (14%) are overwhelmingly the mothers of the children on welfare.

The total 7.3 million persons on public welfare represent only 20%, or one out of 5, of all poor persons in the United States.

On Public Welfare:	
Children	3,500,000
Over 65 years of age	2,100,000
Mothers of welfare children	900,000
Blind or severely handicapped	700,000
Disabled fathers	100,000
Total employable	50,000
Total	7,300,000
Total Persons in Poverty	34,000,000

Children make up the largest segment of welfare recipients. Despite common belief, these are not all, or even mostly, Negro children. In 1964 Negro children constituted less than half of all children receiving Aid to Families with Dependent Children (AFDC), the largest public assistance program. Furthermore even when Negro children do receive AFDC payments, they are lower than those for white children and more often the Negro children's sole support.

EQUALIZING LIFE CHANCES

"The notable advances in Negro civil rights, education, occupational distribution, housing and earnings have led to a widespread assumption that the economic gap between them and the white population of the country is consistently narrowing. Such an assumption ignores the economic progress of the white population which has been even more rapid than that of the Negro in the past decade. As a result, the difference between the two racial groups have not only failed to narrow but have actually widened in such major areas as housing, income, and employment. Only in education is the gap narrowing, and the full rewards of this development have yet to be reaped."

Manpower Report to the President
March 1964 - U.S. Dept. of Labor

INCOME AND EMPLOYMENT

Income and Education: The Persistence of Economic Discrimination

Plagued by discrimination, the Negro worker continues to be lower paid, more underemployed and unemployed than his white counterpart. The highly regarded Research Center of the University of Michigan found last year that "even when educational levels were comparable, smaller proportions of nonwhite than white respondents reported having worked as much as they desired."

The figures below bear witness to this discrimination. The Negro worker, male and female, has been improving his education much faster than the white worker so that today he is catching up with the white. Despite this, the nonwhite worker is earning no more relatively; in fact, he is earning less. Instead of catching up, the average hourly earnings of the nonwhite is falling farther behind that of the white worker. The 90¢ an hour difference between the white and nonwhite male worker jumped in a decade to a difference of $1.45 per hour.

Average Hourly Earnings - Male

	White	Nonwhite	White/Nonwhite Difference
1949	$1.90	$1.00	$0.90
1959	3.20	1.75	1.45

JUVENILE DELINQUENCY

In the next year or two, half of all Americans will be under 26 years old. A recent report indicated that the 15-24 year age group was responsible for about 70% of crime. The great spurt of post World War II babies is now swelling our young age groups. Between 1960 and 1964 alone, our 14-17 year olds jumped by over 27% and our 18-24 year group by over 17%.

EDUCATION

Today education means jobs, not culture. Despite strides already made, a massive educational program, especially for the young dropout, is vital to our society and our economy. Unlike earlier years, industry today, even at the lower job levels, demands education, and this is increasing. In the past decade, jobs for the dropout have declined by a large 25% while those for the more educated have increased greatly. Today only 10% of our labor force is employed at unskilled jobs. By 1970 it will be worse. Only 5% of all jobs will be available to the dropout and less educated.

Education and Employment 1952-1962

HEALTH AND WELFARE

No less than in other areas, and probably more, the injuries resulting from segregation in jobs, education and housing, are evident in the health and welfare of the Negro and his family. In addition, health and welfare care and facilities are frequently not available or less available to the nonwhite. The nonwhite woman, infant and aged appear especially disadvantaged.

The Family

Lower income, higher unemployment, more crowded quarters, poorer health facilities have led to higher separation and divorce rates as well as to higher illegitimacy rates among nonwhites with the rate of illegitimacy 10 times greater and separation 6 times greater for nonwhite families than for white families. Of all nonwhite families with children, 25% do not have both parents in the home; this is three times the white family rate. For married families with husband absent, the rates are similar; for the nonwhite it is 20.5% vs. 4.4% for whites.

HOUSING

For the poor everywhere low incomes mean poor housing. But here again, for the nonwhite there is the added burden of segregation which means poorer as well as generally more costly housing. In addition, the more affluent nonwhite is trapped in the ghettos by segregation and must battle with prejudice to make the transition to the decent housing that other minorities have made with relative ease.

PROFILE IN BLACK AND WHITE

(U.S. Averages 1966)

INCOME AND EMPLOYMENT	White	Nonwhite
Family Income - Total U.S.	$ 5,893	$ 3,161
Family Income - Female Head	3,538	1,734
Female Heads of Families	9%	23%
Urban Family Income	7,000	4,100
Annual Income:		
Male 14 years & over	4,337	2,254
Female 14 years & over	1,510	905
Hourly Male Income	3.20	1.90
Estimated Lifetime Earnings - Experience Male	241,000	122,000
with 4 yrs. college	395,000	185,000
Families in Poverty ($3,000 or under)	19%	48%
1 or more earners - Male Head	69%	85%
1 or more earners - Female Head	58%	68%
Families Earning under $4,000	30%	61%
Married Woman in Labor Force	30%	41%
Average Persons per Family	3.6	4.4
Unemployment Rate	4.6	9.8

Teenage Unemployment Rate	13.3	26.4
Professional, Managerial, Sales, Skilled Workers - Male	53.9%	18.8%
White Collar Workers - All	46.5%	18.4%

EDUCATION

Gain in School Years 1940-59, Male 25-29 years	2.0	4.4
Gain in School Years 1952-64, Female 18 yrs. & over	0.2	2.7
Year of School Completed	12.2	10.1
Increase in Enrollment in College and Professional Schools, 1953-61	55.5%	82%
High School Dropouts	25%	60%

HEALTH AND WELFARE

Physicians per 100,000 Population	157	27
Life Expectancy (years) - Male	67.55	61.48
- Female	74.19	66.47
Infant Deaths per 1,000	22.4	40.7
Maternal Deaths per 10,000 Live Births	2.6	9.8
Failed Pre-induction Exams for Armed Forces +	15%	56%

HOUSING

Lacking Facilities, Deteriorating or Dilapidated	20%	56%
More than 1 person per Room	10%	28%
Home Ownership	64%	38%
Population Living in Cities	70%	73%
in Central Cities ++	47%	78%
in Suburbs ++	52%	22%

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* Mostly Negro teachers, clergy, social workers, lawyers, doctors, and dentists.
+ Due to poor health and/or education
++ 212 standard metropolitan statistical areas (SMSA's)

THE SECOND MILE

Sparkle Crowe

Seven months ago this same group met together to begin work -- to better understand the needs of educationally deprived Adults and to learn some techniques to help them.

Now, seven months later, we come to the "Second Mile" of our journey, and like the parable in the Gospel this is over and beyond the "call of duty" for counselors whose job descriptions only incorporate responsibility for services to public school children.

Now is the time to return to our communities and take the steps that will initiate the new program or improve and expand the old one.

We must alert our communities to the need. Most people are unaware of the extent of the need. Many fail to realize that in this day of technology and increasing automation that jobs for the unskilled and in many instances the semi-skilled are a thing of the past.

We must sensitize the public. We must encourage the translation of numbers and percentages into human beings, the seeing of each as an individual with the same feelings and needs as their own, the realization that these adults are not in some poverty ridden metropolitan ghetto, but maybe as close as the custodian of the building where they work who in other days could manage simple cleaning materials, but who today must be dismissed because he cannot read the labels.

We must sow the seeds of understanding. We must help the public to understand the reactions of the culturally deprived adult. We must help them to see that hostility, frustration, withdrawal and many times a pseudo-confidence and aggressiveness are defense mechanisms which help to cover their inadequacies.

We must work to gain support. School superintendents and boards of education always have a finger to the wind, an ear to the ground. We must build a broad base of support in order that they may have the strength to move the program forward. A continuous indoctrination of many groups is the most effective way. We can all work to create interest in the church, civic, social, educational, political groups to which we belong. A program supported by a public which has accurate information about the needs and purposes is well on its way to success.

Every addition to our educational program has reflected the achievement of dedicated individuals who were willing to travel the "Second Mile."

SUMMATION OF ADULT BASIC EDUCATION INSTITUTE FOR COUNSELORS

At the close of this conference we are very pleased that so many individuals have seen fit to give of their valuable time and energies to attend the sessions. Many of us have been looking beyond the boundaries of our present specific job descriptions. We have not, however, been looking beyond our interests and our feelings of responsibility. Actually your presence is a confirmation of my thoughts that you are essentially professionals who have a genuine and sincere desire to be of assistance to your fellow man. Undoubtedly you realize that many of the people we have been talking of are culturally privileged in ways that some of us are not.

In planning this series of programs, we looked extensively among the resource people related to adult basic education and attempted to bring only the most outstanding of them to you. Your responses, throughout our sessions together, indicate that these efforts have been well rewarded.

The role of a guidance counselor is not often an aggressive one. You are usually cast in the position of having your services requested. It is probable also that the administrator who plans an education program for adults does not realize how important the role of the guidance counselor is in helping adults adjust to the threatening implications of returning to school. The administrator may be accustomed to thinking of the role of the counselor as marginal to academic progression.

In the Spring Sessions you considered problems related to counseling adults and techniques to use here and now. You were involved in group sessions in which a deepened concern seemed to permeate; we believe you took home an expanded awareness of the need for elementary education programs for adults.

Some of you participated in the one week inter-current residential institute at Ball State University in which emphasis was placed on specific topics of interest to counselors working with educationally disadvantaged adults. As practicum experiences, you had actual counseling sessions daily with adults from a basic education program. Those sessions were taped and discussed later with practicum supervisors from the counseling and psychology faculty at Ball State University.

The Fall Sessions were planned to create optimal opportunities for the assimilation of previous institute experiences into a configuration which had personal significance to you as participants. Emphasis was placed on the following:

- the place of guidance and counseling in the adult education program

- discussion of feelings and values with educationally disadvantaged adults in an on-going program.

- talk about the two films, "I Couldn't Sign My Name" and the "Power of the Poor."

- the inter-relationships of counselors, faculty, administration and community

- practical experiences of counselors in adult basic education

- the future of guidance and counseling in adult basic education

A LOOK TO THE FUTURE

In terms of the future, we hope all of you will begin to think about the ways in which you can become personally involved in Adult Basic Education Programs.

We hope that you will:

1. become active in your own communities

2. talk to your people

3. talk to your superintendents

4. help the administrators of your school with the program development

In so doing, you will be demonstrating your belief in the person. Your efforts will be rewarded in each adult student as he progresses toward the realization of his potential as a worthy and effective citizen.

THANK YOU

Rose Mary Pattison

Rose Mary Pattison

ROSTER OF PERSONNEL SERVING THE INSTITUTE

DIRECTOR:

Rose Mary Pattison
Director, Adult Basic Education
Division, Adult Education
Indiana State Department of Public Instruction

COOPERATING DIRECTOR -- (In initial stages)

Mr. Gerald Quinn, Field Supervisor
Pupil Personnel and Guidance Division
Indiana State Department of Public Instruction

LEAD CONSULTANT:

Dr. Golden I. Langdon
Director, Student Services
Augusta College
Augusta, Georgia

CO-DIRECTORS OF INTER-CURRENT INSTITUTE AND CONSULTANTS:

Dr. Joseph W. Hollis
Professor, Education and Psychology
Director of Counselor Education
Ball State University
Muncie, Indiana

Dr. John R. Craddock
Assistant Professor and Chairman
Adult and Community Education
Ball State University
Muncie, Indiana

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Indiana Employment Security Division
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Dr. Roger Axford
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Mrs. Sparkle Crowe, Director
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Adult Basic Education
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Gary, Indiana

Mr. Joseph C. Payne
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Indianapolis Public Schools
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Indianapolis, Indiana

Mr. Walter J. Penrod, Director
Division of Adult Education
Indiana State Dept. of Public Instr.
227 State House
Indianapolis, Indiana

Mr. Lewis E. Powell, Coordinator
Adult & Technical Education
1534 West Sample Street
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Dr. Earl Ricksecker, Assistant
Professor, Education & Psychology
Ball State University
Muncie, Indiana

Mr. Richard Stafford
Counseling Supervisor
Ind. Employment Security Division
Room 203 North Senate Street
Indianapolis, Indiana

Mrs. Virginia Stitle
Counseling Supervisor
Ind. Employment Security Division
Room 203 North Senate Street
Indianapolis, Indiana

Mr. Donald Whitehead
Adult Basic Education Coordinator
Muncie School Corporation
Muncie, Indiana

BIOGRAPHICAL DATA

(Professional Staff of Institute, their present responsibilities, and Adult Education related experiences.)

DR. H. MASON ATWOOD: Assistant Professor and Director, Bureau of Adult Studies, Indiana University, Bloomington, Indiana

Consultant, Adult Basic Education, Indiana State Department of Public Instruction.

Conducted Adult Basic Education Institutes at Indiana University.

Participant, two-week inter-state Workshop, 1965, on Adult Basic Education at University of Maryland. Chairman of task force, "Training teacher-trainers."

Member, Executive Committee, Professors of Adult Education, Adult Education Association of U.S.A.

Editor, *Community Teamwork*.

DR. ROGER W. AXFORD: Associate Professor, Director of Adult Education, Northern Illinois University, DeKalb, Illinois

Visiting Professor, Adult Education, Florida State University.

Teacher of literacy, Chicago Public Schools.

Frequent contributor to *Adult Leadership* and *Adult Education*.

Director of Latin American Project on "The Comprehensive High School" at the University of Wisconsin.

Consultant to Illinois Migrant Council.

Author: "Never Too Old To Learn" -- a series of ten articles, Associated Press, Florida.

"Developmental Tasks in Adult Education," *Speaking About Adults*, 1966.

Numerous magazine and newspaper contributions in the field of Adult Education.

E. A. (JACK) BOBAY: Assitant, Adult Education, Fort Wayne Community Schools, Fort Wayne, Indiana

Director, Vocational and Adult Education, Fort Wayne Community Schools

Instructor, Adult Evening classes.

JACK BOBAY - (Continued)

Counselor, Adult students.

Member, local related advisory boards.

DR. JOHN R. CRADDOCK: Associate Professor of Education and Chairman, Adult & Community Education, Ball State University, Muncie, Indiana.

Assistant Director, Extended Services, Ball State University.

Director of Division of Adult Education, Indiana State Department of Public Instruction (1966).

Member National Council on "The Aging."

Consultant, Adult Education, Indiana State Department of Public Instruction.

Participant:

Inter-state workshop, University of Maryland 1965 for development of teacher-trainer and administrative guidelines for Adult Basic Education.

Publications:

"Teach Me To Read," *The Hoosier Schoolmaster of the Sixties*, May 1966.

"*Teaching An Adult Class*," ms. (mimeo.) 1965.

"Training Teachers of Adults," *Adult Leadership*, March, 1963.

"Educational Expectations and Outcomes related to the Negro Student," Moravia, New York, Chronicle Guidance Publications, Inc., 1965-66.

DR. JOSEPH W. HOLLIS: Director of Counselor Education, Professor of Education and Psychology, Ball State University, Muncie, Indiana.

President of Indiana Personnel & Guidance Association 1964-65.

Director of NDEA Advanced Counseling and Guidance Institutes (1960, 61, 62, 63, 65).

Director of Guidance & Counseling for public school system 1948-1950.

Consultant (for past 13 years) and coordinator of consultant team for various Indiana school systems.

Consultant to group dynamic conferences.

JOSEPH HOLLIS - (Continued)

Director, Counselor Education Program, Ball State University.

Member of State Guidance Advisory Board for Indiana State Department of Public Instruction.

Consultant and Board member, Counseling Center, Methodist Church.

Branch Coordinator, American Personnel Guidance Association (1962-66).

Chairman, APGA National Committee on Branches (1963-66).

Publications:

"Counselor's Ten Commandments," Indiana Guidance Bulletin, September, 1956.

"Group Dynamics in Action," Co-author with Dr. H.A. Jeep, The Clearing House, Dec. 1957, Vol. 32, No. 4, p. 223-229.

"Uniqueness of Counselor-Education Through the V-B NDEA," Counselor Education and Supervision, Vol. II, No. 2, Winter 1963, p. 86-90.

Editor of APGA Bulletin issued about 7 times a year.

"Organizing for Effective Guidance" Co-author with Mrs. Lucile U. Hollis, Chicago: Science Research Associates, Inc. 1965, 460 pages.

DR. GOLDEN I. LANGDON: Director of Student Services, Augusta College, Augusta, Georgia.

Associate Professor of Education and Director of Counseling, Morehead State University, Morehead, Kentucky.

Director, Guidance Training for National Teacher Corps.

Director, Guidance for Upward Bound Program for Counselors.

Head of three-member team which trained teacher-counselors of under-educated adults in Kentucky.

Consultant:

Adult Education, Kentucky State Department of Education.

Workshop for Adult Basic Education counselors, New Haven, Connecticut, (1965).

Adult Basic Education Institute, Indiana University, (1966).

GOLDEN I. LANGDON - (Continued)

Workshop, Illinois Adult Education, Cook County, Illinois (1966).

Bureau of Training and Education, Cook County Department of Public Aid, Illinois (1967).

Participant:

Inter-state workshop, University of Maryland, for development of teacher-trainer and administrative guidelines for Adult Basic Education - Chairman of Task Force on counseling, 1965.

NAPSAE - AEA National Convention, New York, (1965).

Publications:

"Counseling and Testing," Chapter 10, Administration of Continuing Education, National Association for Public School Adult Education, Washington, D.C., 1968

"Counseling the Under-educated Adult" presented at Maryland Workshop, (1965), and at NAPSAE - AEA Convention, (1965) and published in Hoosier Schoolmaster, May, 1966.

ROSE MARY PATTISON: Director, Adult Basic Education, Indiana State Department of Public Instruction, Indianapolis, Indiana.

State Supervisor, Adult Basic Education, Ohio.

Instructor and Guidance Counselor, The Ohio State University.

Participant inter-state workshop, University of Maryland for development of teacher-training and administrative guidelines for Adult Basic Education (1965).

Consultant, Adult Basic Education Administrator-trainer Institute, Northern Illinois University, DeKalb, Illinois (1967).

Participant:

The Salzburg Discussions -- an International Seminar at Salzburg, Austria, on Problems of Adult Education (1966).

North American Conference on Adult Education, Montreal, Canada (1967).

NAPSAE - AEA National Conference Program (1967) (1966).

Co-editor, Adult Horizons, Adult Education Newsletter.

Publications:

"To See Is Not To Know," (Television and Adult Education) published as follows:

Official Proceedings of the Ninth Salzburg Discussions of Leaders in Adult Education, Salzburg, Austria, July, 1966.

ROSE MARY PATTISON -- (Continued)

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"Preparing Non-Standardized Tests for Adults" from ms. Techniques, Vol. VII, No. 3, 1966.

"How to Evaluate and Select Adult Education Instructional Materials," Swap Shop, National Association for Public Schools Adult Education, Washington, D.C., Vol. XIV, No. 3, 1967.

"Step Up in Basic Education," Indiana Teacher, Vol. III, p. 225 March-April, 1967.

"The Evalaution and Selection of Adult Basic Education Program Materials," Perspectives in Adult Basic Education for Administrators, Northern Illinois University, DeKalb, Illinois, 1967, pp. 59-67.

"Guidelines for a Taxonomic Appraisal of an Adult Basic Education Program," Adult Leadership, April, 1968, Vol. 16, No. 10, pp.363-366

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Papers:

"What Every New Director Should Know," -- Annual Convention, National Association for Public School Adult Education, Chicago, Illinois, November 18, 1966.

"Adult Education in Europe," -- State Conference, Indiana State Teachers' Association, Indianapolis, Indiana, October 27, 1967.

"Evaluation and Selection of Adult Basic Education Instructional Materials," -- an evaluation instrument with Guide for Group Practicum, field tested at Northern Illinois University, Adult Basic Education Administrator Training Institute, DeKalb, Illinois, July 25, 1967.

JOSEPH C. PAYNE: Director of Planning and Research, Indiana Public Schools, Indianapolis, Indiana.

Supervisor, Educational Research, Indianapolis Public Schools, Indianapolis, Indiana.

Lecturer, Butler University, College of Education, Indianapolis, Indiana.

Chairman, Directors, Instructional Research for Large City Systems of the United States.

GERALD QUINN: Associate Director, Head Start Program, Indianapolis, Indiana

Field Supervisor, Pupil Personnel and Guidance, State Department of Public Instruction, Indianapolis, Indiana.

Local Guidance Director in Public School Corporation, Indiana.

Participant in Guidance Institutes at Ball State, Purdue, Missouri, and Northern Michigan Universities.

JOSEPH B. LUTEN: Principal, Franklin and Cline Schools, South Bend, Indiana

Supervisor, Adult Basic Education Program, South Bend,Indiana.

Member, Advisory Council State Department of Corrections (Four-year appointment by Governor).

Superintendent, Methodist Church.

Board of Directors of Urban League.

Participant, National Teacher-Trainer Institute, Wayne State University, Detroit, Michigan, 1967.

Teacher, Adult Basic Education classes.

Consultant to Indiana State Department of Public Instruction via video tape and lecture "The Power of the Poor."

APPENDICES

William E. Wilson, Superintendent
STATE DEPARTMENT OF PUBLIC INSTRUCTION
227 State House
Indianapolis, Indiana 46204

February 1, 1967

TO: ALL SUPERINTENDENTS, GUIDANCE DIRECTORS, AND DIRECTORS OF ADULT BASIC AND/OR ADULT EDUCATION

FROM: Rose Mary Pattison, Director, Adult Basic Education, Division of Adult Education -- Gerald Quinn, Field Supervisor, Division of Pupil Personnel & Guidance.

SUBJECT: Training Institutes for Counselors of Educationally Disadvantaged Adults in a Public School Setting.

The Division of Adult Education and the Division of Pupil Personnel and Guidance Services are cooperating to provide a Special Training Program for counselors of adults in the public school setting. This program is designed to support the efforts of local school corporations in providing a strong base for the extension and/or strengthening of educational programs for adults.

Recent Acts of Congress reflect national awareness of the need for educational opportunities in the local school for adults. In Indiana 54.3 percent of the adults over age 25 have less than an eighth grade education. Educators in Indiana are meeting this challenge by providing educational programs for persons of all ages who wish to return to school.

In educational programs for adults, counseling at the proper level is vitally related to recruitment, placement, retention, and follow-up efforts. A large number of individuals over 18 years of age are returning to school. Since most counselors' education is aimed at youngsters, this special program will be to facilitate the understandings and skills necessary for working with adults.

THIS SEMINAR SERIES IS FOR ALL SCHOOL COUNSELORS AND PROSPECTIVE COUNSELORS WHETHER OR NOT THERE IS A PROGRAM OF ADULT EDUCATION IN YOUR SCHOOL AT THIS TIME.

The Division of Adult Education has approval from the Director of Adult Basic Education, U.S. Office of Education for this series of Institutes, and nationally known guidance and educator personnel have been employed to execute the program. An informational letter has been sent to each school Superintendent, each Guidance Director, and Directors of Adult Education. We solicit your assistance so that this institute will serve your school corporation.

Please send applications for individuals who are now counseling with adults or whom you think would benefit from such training. These persons should be those who meet state requirements as counselors or who have enough counselor training to earn a certificate within a reasonable time. Other personnel who are now counseling with adults are welcome.

Enclosed are application blanks, one of which should be returned to the Division of Adult Education by March 1, for each individual who wishes to participate in this program. We hope that your school can be well represented.

Enclosures:

Information Sheets
Application Forms

April 14-15 -- Union Building, Indiana University Medical Center, 1300 West Washington, Indianapolis, Indiana

Participants may find early reservations possible in the Union Building (Te. 317--634-2401) or another convenient lodging location is Howard Johnson's Downtown Motor Lodge, 501 W. Washington St., Indianapolis, Indiana 46204. (Tel. 317--635-4443). Meals will be easily available in the cafeteria of the Union Building.

April 21-22 -- Spring Mill Inn, Spring Mill State Park, Mitchell, Indiana

The attractive rate for lodging and meals here was quoted for the Institute on the basis that single or private rooms will be available only when twin bedrooms are exhausted. Reservations should be made promptly since this office does not at this time have alternative lodging suggestions.

Intercurrent Institute

Final selection of participants will be made and notices mailed on approximately May 1 to those individuals who will have been chosen to attend the residential non-credit institute at Ball State University. Requests for additional information have been sent to those individuals who chose Option II which included the one-week institute.

First preference will be given to those whose participation would most likely be reflected in Adult Basic Education, those who would hopefully benefit most from such a study in depth, and those with the above potential plus a geographic location which would enable them to promote the objectives of this project in their areas or throughout the state.

This institute will begin on Sunday evening, June 25, and end on Friday afternoon, June 30.

The contract between Ball State University and the Division of Adult Education of the State Department of Public Instruction does not permit reimbursement for travel or per diem at this Institute. Participants will instead be assigned to the residential Kitzelman Conference Center at Ball State University in which room and board will be provided at no expense to the participants.

Further Information

The follow-up institutes in the Fall will be in the same three locations at dates to be announced definitely at the end of the first Institute.

Please write, visit, or call the Division of Adult Basic Education (Tel. 317-- 633-6469) State Department of Public Instruction, if you have need of further information.

Sincerely,

Rose Mary Pattison

(Mrs.) Rose Mary Pattison

Gerald Quinn

Gerald Quinn

Co-Directors

WILLIAM E. WILSON, SUPERINTENDENT
STATE DEPARTMENT OF PUBLIC INSTRUCTION
Room #227 State House
Indianapolis, Indiana 46204

March 6, 1967

TO: Individuals who will participate in Adult Education Counselor Training Institutes

SUBJECT: Information and regulations pertaining to your attendance at the Institutes in which orientation and training will be given to help meet the counseling needs of educationally disadvantaged adults.

It is a pleasure to inform you that the number of applications to attend this Institute series have quickly exceeded initial estimates. Your enthusiasm and interest has intensified the already thoughtful preparation which was in progress. Several special consultants will be working with you to produce an interesting and enriching educational experience.

Institue Agenda

An 8:30 A.M. registration on Friday, the first day of the Institute, will initiate activities which will last throughout the day and into the evening - with coffee and meal-time breaks, of course!

The Saturday session will start at 8:00 A.M. and will be adjourned at 3:00 P.M. It seems probable that participants coming any distance will arrive at Institute Centers on Thrusday evening in order to be able to register at 8:30 A.M. on Friday.

Expenses

The expenses of the participants will be paid on a reimbursement basis, according to State regulations. All persons are initially responsible for their own lodging and meals. On the afternoon of the second day you will be asked to complete an expense voucher.

Travel is reimbursed @ .08¢ per mile. (You will be asked to estimate your return expenses.)

Expense for lodging and meals is reimbursed @ $10.00 per diem. To collect per diem, lodging receipts must be attached to the claim.

Lodging

The following is specific information pertinent to the three respective conference centers for the pre-institute series in April.

April 7-8 -- Center for Continuing Education, University of Notre Dame, Notre Dame, Indiana

Those individuals who chose to attend the institutes at this conference center will find a reservation card enclosed herein which may be used to make a reservation for lodging at the Morris Inn. These reservations will be made on a "first come, first served" basis. Most participants will probably be accomodated by the Morris Inn, and the management there will be able to suggest a motel nearby when the Morris Inn is filled. A section of the Morris Inn cafeteria will be indicated as reserved for our group.

William E. Wilson, Superintendent
STATE DEPARTMENT OF PUBLIC INSTRUCTION
227 State House
Indianapolis, Indiana 46204

February 1, 1967

INFORMATION SHEET

SUBJECT: Special Training Institutes for all present and prospective counselors of adults in the Indiana Public Schools.

FOR WHOM: All counselors or personnel who could receive enough training to earn a counseling certificate within a reasonable time and counselors now working with adults.

TIME AND PLACE:

(Northen Indiana)

1. Notre Dame University, South Bend, Indiana - April 7-8 and same location in Fall (probably early November for two-day follow-up seminar institute).

(Central Indiana)

2. Indiana University Medical Center, Indianapolis, Indiana - April 14-15. And same location in Fall (probably mid-November for two-day follow-up seminar institute).

(Southern Indiana)

3. Spring Mill State Park, Mitchell, Indiana - April 21-22 and same location in Fall (probably early mid-November for a two-day follow-up seminar institute).

Please Note: These are duplicate institutes to serve different areas of the State. Applications to attend these institutes should be submitted by March 1, 1967.

Thirty applicants from the April institutes will be selected to participate in the five-day Institute at Ball State University, June 26-30.

The series of two-day follow-up seminar institutes will be held in the Fall of 1967, probably November, at the same locations as above, for the same individuals who attended the April sessions.

COST: None - participants will be reimbursed for travel expenses and per diem - for food and lodging.

Submit application to: Division of Adult Education; Director, Adult Basic Education; 227 State House; Indianapolis, Indiana 46204.

APPLICATION
SPECIAL SEMINARS for COUNSELORS of ADULTS in the PUBLIC SCHOOL SETTING

I wish to attend the Institute Series at the Conference Center indicated below:

(Check one)

April 7-8 _____ Notre Dame University, South Bend, Indiana
(Northern Indiana)

April 14-15_____ I.U. Medical Center, Union Building, Indianapolis, Indiana
(Central Indiana)

April 21-22_____ Spring Mill State Park, Mitchell, Indiana.
(Southern Indiana)

Name:____

Present Title or Responsibility:______________________________

School Corporation:_____________________________________

Mailing Address:_______________________________________

School:____

Phone:_____________________

Participant Option (check one below):

__________ Option I. I wish to enroll only in the two-day Institutes held respectively in the Spring of 1967 and the Fall, 1967.

__________ Option II. I wish to enroll in the two-day Institutes held respectively in the Spring and Fall and would like to apply also for the five-day Institute to be held at Ball State University, June 26-30, 1967.

All materials and supplies will be furnished by the Institute, and participants will be reimbursed as follows:

A. Travel expenses at the rate of eight cents per mile.
B. Per diem at the rate of ten dollars per day.

Submit application by March 1, 1967 to:

Division of Adult Education
Director, Adult Basic Education
227 State House
Indianapolis, Indiana 46204

1-30-67

NOTE: This form was sent on March 6, 1967 to individuals who applied for admission to the Training Institutes.

WILLIAM E. WILSON, SUPERINTENDENT
STATE DEPARTMENT OF PUBLIC INSTRUCTION
Room #227 State House
Indianapolis, Indiana 46204

March 6, 1967

TO:

FROM: Rose Mary Pattison, Director, Adult Basic Education, Division of Adult Education
Gerald Quinn, Field Supervisor, Division of Pupil Personnel and Guidance Services

SUBJECT: Training Institutes for Counselors of Educationally Disadvantaged Adults in a Public School Setting

Your application to participate in the two Spring and Fall seminars for Counselors of Adults in the Public School Setting has been approved.

You chose to attend the conference center checked below:

	Center	Registration Time for 1st Conference	Adjournment
______	Notre Dame Univ. Notre Dame, Indiana	April 7 - 8:30 a.m.	April 8 - 3:00 p.m.
______	Union Building I.U. Medical Center 1300 W. Michigan St. Indianapolis, Indiana	April 14 - 8:30 a.m.	April 15 - 3:00 p.m.
______	Spring Mill State Park Mitchell, Indiana	April 21 - 8:30 a.m.	April 22 - 3:00 p.m.

The tentative dates for the fall sessions are as follows:

October 20-21	Spring Mill State Park, Michell, Indiana
November 3- 4	Indianapolis, Indiana
November 10-11	South Bend, Indiana

Please send the enclosed Form to the Division of Adult Education confirming your request to attend the conference center checked above.

We shall look forward to meeting with you at the institutes and hope you find them of interest and value.

STATE OF INDIANA
DEPARTMENT OF PUBLIC INSTRUCTION
227 State House
Indianapolis, Indiana

Richard D. Wells
State Superintendent

IMPORTANT NOTICE

TO: All registrants of the Special Institute for Counseling Disadvantaged Adults which is scheduled to be held in Indianapolis, April 14 & 15.

FROM: Rose Mary Pattison, Division of Adult Education and Gerald Quinn, Division of Pupil Personnel and Guidance, State Department of Public Instruction.

SUBJECT: CHANGE OF LOCATION FOR INSTITUTE

The number of reservations for the Institute for counselors of educationally disadvantaged adults has far exceeded the expected size, therefore:

THE INSTITUTE WHICH WAS SCHEDULED TO BE HELD APRIL 14 & 15 AT INDIANA UNIVERSITY MEDICAL CENTER, INDIANAPOLIS, INDIANA WILL BE HELD INSTEAD AT THE PURDUE UNIVERSITY CENTER -- ROOM 19 OF THE ADMINISTRATION BUILDING, 1201 EAST 38th STREET. THE SAME PROGRAM AND TIME SCHEDULE WILL BE FOLLOWED ON THE 14 & 15th OF APRIL AT THE PURDUE UNIVERSITY CENTER AS PREVIOUSLY PLANNED FOR THE MEDICAL CENTER.

Many of you have made lodging reservations at the Union Building at the Medical Center on West Michigan Street in Indianapolis. Due to the change of location of the Institute the manager of reservations at the (Medical Center) Union Building (Tel. 317--634-2401) is considering those reservations automatically cancelled unless you re-confirm them.

The following two motels are convenient to the Purdue Center:

Quality Court Motel, 1501 East 38th St.
Indianapolis, Indiana (Tel. 317--926-4401)

Meadows Motel
2600 East 38th St.
Indianapolis, Indiana (Te. 317--545-1381)

The Division of Adult Education is pleased with the evident and extensive interest which is being manifested in these institutes. We are sorry to inconvenience you with a change of location, but the new location will be equally desirable. Both meeting facilities and lodging will be even more convenient for a larger number of individuals.

We shall look forward to meeting with you soon. If you have any questions, please call the Division of Adult Education office for Rose Mary Pattison: (Tel. 317--633-6469)

3-30-67

STATE OF INDIANA
DEPARTMENT OF PUBLIC INSTRUCTION
Richard D. Wells, Superintendent
Division of Adult Education

NEWS RELEASE - April 6, 1967

INSTITUTES FOR COUNSELORS OF EDUCATIONALLY DISADVANTAGED ADULTS

A series of Institutes for Counselors of Educationally Disadvantaged Adult will be held this Spring, Summer, and Fall was announced today by Richard D. Wells, Superintendent of Public Instruction.

The first of these Institutes is to be held at the Center for Continuing Education at Notre Dame on Friday and Saturday, April 7-8. This will be followed by a similar Institute at Purdue University Extension Center in Indianapolis on April 14-15, and the Institute for southern Indiana will be held at Spring Mill State Park on April 21-22.

The Institutes are sponsored by the Division of Adult Education of the State Department of Public Instruction with the cooperation of the Division of Pupil Personnel and Guidance.

Directing the Institute-series will be Rose Mary Pattison, Division of Adult Education, and Gerald Quinn, Division of Pupil Personnel and Guidance. Consultants for the programs will be as follows: Dr. Golden I. Langdon, Director of Guidance Services at Morehead University, Morehead, Kentucky; Dr. Roger Axford, Director of Adult Education at Northern Illinois University, DeKalb, Illinois; Dr. Joseph W. Hollis and Dr. John R. Craddock of Ball State University; Mr. Harold Bell, Superintendent, Shelbyville; Marion Alley, Richard Stafford, and Virginia Stitle, Counseling Supervisors of the Indiana Employment Security Division; Joseph Payne, Supervisor of Educational Research for the Indianapolis Public Schools; Jack Bobay, Fort Wayne; and Don Whitehead, Muncie, Director of Adult Basic Education programs; Louise Joyner, a Connersville teacher in Adult Basic Education, and Doris Miller, a counselor in the Gary City Schools.

The primary purpose of the Institutes is to acquaint guidance counselors with the psychological and educational needs of undereducated adults in order that counselors may become more effective in counseling with adults. The Institutes will also attempt to provide counselors with techniques of interviewing, recruiting, testing, evaluation, and follow-up procedures needed for working with undereducated adults, and will provide the counselors with practicum experiences in counseling the undereducated.

Following the spring Institutes, a week-long residential Institute is planned for June 25-30 at Ball State University at Muncie. The fall Institutes will be held in October and November at the same three locations as the spring sessions.

APPLICATION FOR
ONE WEEK INSTITUTE FOR COUNSELORS OF EDUCATIONALLY DISADVANTAGED ADULTS
Conducted at Ball State University in Cooperation with State Dept. of Public Instruction

Miss ___ Mr. ___ ______________ ______________ ______________
Mrs. ___ Dr. ___ (last name) (First name) (middle name)

Street: ______________ City: ______________ Zip Code: ______ Approx: Age: ________

Tel: ______________ ______________ ______________
(Code) (home number) (office number)

Educational Background:

Degree	Year	College or University	Major	Minor

Other: ______________________________

Following each of the areas listed below indicate the approximate number of courses you have had or are taking:

Techniques of Counseling ___
Theories of Counseling ___
Education of Disadvantaged ___
Practicum in Counseling ___
Group Testing ___
Adult Education ___
Social Psychology ___
Social Stratification ___

Experience: Years of Teaching: Elementary ___ Secondary ___ Adults ___
Years of Counseling with ... Children ___ Youth ___ Adults ___

Number of Years in which 25% or more of your counseling has been with Disadvantaged ...
Children ___ Youth ___ Adults ___

Years of Experience in Elementary Education Completion Program for Adults ___

Other experiences with Educationally Disadvantaged Adults: ______________________________

____

Does your school have: Adult Education Program ______
Elementary Education Completion Program for Adults ______
Plans for expansion of Basic Education for Adults ______
If yes, explain: ______________________________

____

____

Please give your reasons for wanting to participate in the one week live-in workshop June 25-30, 1967, at Ball State University.

Return by: March 16, 1967
To: Mrs. Rose Mary Pattison
Director, Adult Basic Education
227 State House
Indianapolis, Indiana 46204

Richard D. Wells, Superintendent
State Department of Public Instruction
227 State House
Indianapolis, Indiana 46204

9-1-67

GREETINGS!

TO: Counselors and individuals who plan to attend the Adult Education Counselor Orientation-training Institute.

FROM: Rose Mary Pattison -- Director, Adult Basic Education -- Division of Adult Education

Good fortune has again allowed us to work with an excellent staff of consultants and to develop plans for the three, two-day, follow-up institutes in the Fall for Counselors of Educationally Disadvantaged Adults. These sessions promise to provide information and experiences worthwhile as an extension of the institutes which were sponsored in April by the Division of Adult Education of the State Department of Public Instruction and the Division of Pupil Personnel and Guidance.

The dates and locations for the fall institutes are as follows:

Notre Dame -- October 20-21
Indianapolis -- November 3-4
Spring Mill -- November 10-11

Attendance at the sessions in April exceeded the initial estimates, and the feedback has provided unqualified support and interest. Because of special requests, a limited number of newcomers will be accepted in the two-day Fall Sessions. Anyone who did not attend the April sessions will be scheduled to meet with Dr. Langdon before the start of the Institute proper. This one hour session will be at 8:00 on Friday morning before the opening of the program for that day.

Dr. Golden Langdon, who was the lead consultant in April, was Director of Counseling and Guidance at Morehead State University, but is now Director of Student Services at Augusta College in Georgia. He will again serve as the lead consultant at each of the two-day conferences. Dr. Langdon is a widely-recognized authority on working with adults who are educationally deprived or culturally different.

The enclosures with this communication will provide additional specific information and registration-confirmation Forms. The latter should be submitted as indicated by September 20, 1967, if possible.

REGISTRATION -- CONFIRMATION

INSTITUTE for COUNSELORS

of

EDUCATIONALLY DISADVANTAGED ADULTS

Fall Sessions

I wish to attend the Fall Sessions at the Conference Center indicated below:

October 20-21	____	Center for Continuing Education, Notre Dame University, Notre Dame, Indiana
November 3-4	____	Howard Johnson's Motor Lodge, 501 W. Washington St., Indianapolis, Indiana
November 10-11	____	Spring Mill Inn, Spring Mill State Part, Mitchell, Indiana

NAME: ______________________________

PRESENT TITLE OR RESPONSIBILITY: ______________________________

SCHOOL: ______________________________

SCHOOL CORPORATION: ______________________________

MAILING ADDRESS: ______________________________

PHONE: ______________________ ______________________
(Business) (Home)

All materials and supplies will be furnished by the Institute, and participants will be reimbursed as follows:

A. Travel expenses at the rate of eight cents per mile.

B. Per diem at the rate of ten dollars per day.

SUBMIT RESERVATION BY SEPTEMBER 20, 1967 TO:

Mrs. Rose Mary Pattison
Director, Adult Basic Education
227 State House
Indianapolis, Indiana

9-1-67

STATE OF INDIANA
DEPARTMENT OF PUBLIC INSTRUCTION
227 State House
Indianapolis, Indiana

INFORMATION

TO: Individuals who will participate in Adult Education Institutes for Counselors of Educationally disadvantaged Adults.

FROM: Rose Mary Pattison -- Director, Adult Basic Education -- Division of Adult Education

Gerald Quinn -- Field Supervisor -- Division of Pupil Personnel and Guidance

SUBJECT: Information and regulations pertaining to attendance at the Institutes.

It is a pleasure to inform you that the number of applications to attend this Institute series quickly exceeded initial estimates. Your enthusiasm and interest in the April sessions intensified the already thoughtful preparation which was in progress for the follow-up sessions in the Fall. Several special consultants will be working with you to produce an interesting and enriching educational experience.

INSTITUTE AGENDA --

An 8:30 a.m. registration on Friday the first day of the Institute, will initiate program activities which will last throughout the day and into the evening - with adequate coffee and meal-time breaks.

The Saturday session will start at 8:00 a.m. and will be adjourned at 2:30 p.m. It seems probable that participants coming anv distance will arrive at Institute Centers on Thursday evening in order to be able to register at 8:30 a.m. on Friday. Newcomers will need to register before 8:00 a.m. on Friday because of the special session which is provided for them at 8-9 a.m. on Friday.

EXPENSES --

The expenses of the participants will be paid on a reimbursement basis, as before. All persons are initially responsible for their own lodging and meals. On the afternoon of the second day you will be asked to complete an expense voucher.

Travel is reimbursed @ .08¢ per mile. (You will be asked to estimate your return expenses)

Expense for lodging and meals is reimbursed @ $10 per diem. To collect per diem, lodging receipts must be attached to the claim.

LODGING --

The following is specific information pertinent to the three respective conference centers for the Fall Series of Conferences.

October 20-21 -- Center for Continuing Education, University of Notre Dame, Notre Dame, Indiana.

Those individuals who choose to attend the institute at this conference center may apply at this office ona first come, first served basis for the 35 rooms which are available at the Morris Inn for the night of October 20 only. If you wish a reservation for both October 20 & 21 you will need to make your own direct contact to the nearby motels, probably either Randall Inn or Holiday Inn.

Randall Inn -- U.S. 31 North
South Bend, Indiana

Holiday Inn -- 515 Dixie Way North
South Bend, Indiana

November 3-4 -- Howard Johnson's Motor Lodge

Participants may make own reservations at Howard Johnson's Downtown Motor Lodge, 501 W. Washington St., Indianapolis, Indiana, 46204. (Telephone: 317--635-4443.) Meals will probably be served in conference rooms here. You will receive information about these arrangements later.

November 10-11 -- Spring Mill Inn, Spring Mill State Park, Mitchell, Indiana

The attractive rate for lodging and meals here was quoted for the Institute on the basis that single or private rooms will be available only when twin bedrooms are exhausted. Reservations should be made promptly since this office does not, at this time, have alternative lodging suggestions.

FOR FURTHER INFORMATION:

Please write, visit, or call the Division of Adult Education, (Tel. 317--633-6469), State Department of Public Instruction, if you have need of further information.

9-1-67

REGISTRATION -- CONFIRMATION

INSTITUTE for COUNSELORS
of
EDUCATIONALLY DISADVANTAGED ADULTS

Fall Sessions

I wish to attend the Fall Sessions at the Conference Center indicated below:

October 20-21	_____	Center for Continuing Education, Notre Dame University, Notre Dame, Indiana
November 3-4	_____	Howard Johnson's Motor Lodge, 501 W. Washington St., Indianapolis, Indiana
November 10-11	_____	Spring Mill Inn, Spring Mill State Part, Mitchell, Indiana

NAME:______________________________

PRESENT TITLE OR RESPONSIBILITY:______________________________

SCHOOL:______________________________

SCHOOL CORPORATION:______________________________

MAILING ADDRESS:______________________________

PHONE:____________________ ____________________
(Business) (Home)

All materials and supplies will be furnished by the Institute, and participants will be reimbursed as follows:

A. Travel expenses at the rate of eight cents per mile.

B. Per diem at the rate of ten dollars per day.

SUBMIT RESERVATION BY SEPTEMBER 20, 1967 TO:

Mrs. Rose Mary Pattison
Director, Adult Basic Education
227 State House
Indianapolis, Indiana

9-1-67

May 19, 1967

NOTE: THIS IS A SAMPLE LETTER OF THOSE SENT TO CONFIRM INDIVIDUAL'S ACCEPTANCE FOR PARTICIPATION IN THE INTER-CURRENT RESIDENTIAL INSTITUTE TO BE HELD AT BALL STATE UNIVERSITY, MUNCIE, INDIANA.

Mr. Marion Ross
Guidance Director
Triton Central High School
125 St. Mary Street
Shelbyville, Indiana

Dear Mr. Ross:

Mrs. Rose Mary Pattison, Director of Adult Basic Education, Indiana Department of Public Instruction, has informed us that you have accepted the invitation to participate in the one week Institute at Ball State University this summer. We congratulate you on being accepted and are looking forward to working with you.

You are probably interested in the arrangements that have been crystallized at this point in time. All participants will be housed at Kitselman Conference Center, 3149 University Avenue, Muncie. All meals will be served at the Conference Center starting on Sunday, June 25, 6:00 p.m., E.S.T. The total cost of room and meals will be paid by the State Department of Public Instruction. The Institute will end Friday, June 30, 3:00 p.m.

The program format is in the process of being formulated with the Institute faculty. As soon as it is completed, a copy will be forwarded to you. If you want us to mail future correspondence to a different address, please notify us.

Sincerely,

John R. Craddock
Associate Professor of Education

Joseph W. Hollis
Director of Counselor Education
Professor of Psychology and Education

BALL STATE UNIVERSITY MUNCIE, INDIANA 47306

August 18, 1967

NOTE: THIS IS A COPY OF A LETTER SENT TO ALL SUPERINTENDENTS AND THEIR PARTICIPANTS IN THE INSTITUTE SERIES ON COUNSELING.

Dr. Clarence Robbins, Superintendent
Bartholome Consolidated School Corporation
2630 Home Ave.
Columbus, Indiana 47201

Dear Dr. Robbins:

During the last week of June, Mrs. Mildred L. Mally of your staff attended a one week live-in intensive workshop for counselors of adults who have less than an 8th grade education. The workshop was sponsored by the Division of Adult Education, Indiana State Department of Public Instruction, and was offered at Ball State University under our leadership.

Mrs. Malley did a fine job in the workshop and seemed to enjoy working with adults who are educationally deprived. On four different days she worked in a counseling relationship with adults enrolled in an Adult Basic Education Program. In addition, tapes were made and analyzed with each enrollee. Lectures, discussions, and seminars were held to help co-ordinate and provide an intensive program. We hope you will provide us with a feed-back of the effectiveness of Mrs. Malley in her work with you and the adults in your community.

Sincerely,

John R Craddock

John R. Craddock
Director of Adult and Community Education
Associate Professor of Education

Joseph W Hollis

Joseph W. Hollis
Director of Counselor Education
Professor of Psychology and Education

STATE of INDIANA

INDIANAPOLIS

1816

WILLIAM E. WILSON, Superintendent
EARL L. WOOD, Administrative Assistant
DEPARTMENT OF PUBLIC INSTRUCTION
227 STATE HOUSE 46204
317 633-6610

ELDON R. CRAWFORD
Assistant Superintendent
Administration

EDGAR B. SMITH
Assistant Superintendent
Instructional Services

WILBER E. STEWART
Assistant Superintendent
Field Services

February 23, 1967

NOTE: This was sent by the Director of the Division of Adult Education to approximately 100 leaders of Education and Guidance in Indiana.

Dear

Enclosed you will find information concerning special Training Institutes for counselors of educationally disadvantaged adults in a public school setting which are being sponsored through the State Department of Public Instruction.

While these Institutes were designed for counselors in the public schools, we wish to extend this invitation to counselor-educators and other interested members of college and university faculties.

This project is designed to provide counselors with information and experiences which will facilitate the understandings and skills necessary for counseling educationally deprived adults.

The specific objectives will be as follows:

1. To provide counselors with a deeper understanding of the psychological, sociological, cultural, and educational needs of under-educated adults.

2. To provide counselors with the techniques of interviewing recruiting, retaining, testing, evaluation, and follow-up procedures needed for working with under-educated adults.

3. To provide counselors with practicum experiences in counseling under-educated adults.

4. To promote further interest among school counselors for the tremendous need of the under-educated adult for counseling and to make them aware of the counselor's responsibility in relation to this need.

5. To promote the above four objectives geographically in such a way as to provide sources of active support for the future development and extension of Adult Basic Education programs.

On November 3, 1966, the 89th Congress passed the Adult Education Act of 1966 (P.L. 89-750). Specifically, this Act provided monies to the states for an elementary level education program for adults to combat the problem of illiteracy and functional illiteracy in the U.S. The responsibility for providing this educational opportunity for adults was placed by Congress directly within the structure of the public school system.

In Indiana, according to the 1960 Census, there are:

- 1,385,371 (54.3%) adults over age 25 with less than high school education.
- 868,323 adults over age 25 with less than 8th grade education.
- 123,795 adults over age 25 with less than 5th grade education.

Counselors in the public schools have probably had little direct training for working with educationally disadvantaged adults, and disadvantaged adults have far different counseling needs than school youngsters. The emphasis then in this project will be placed upon awareness of responsibility for adequately counseling the under-educated adults; the understanding of their handicaps, their needs, and opportunities.

The Institute Project will involve three different sessions for the participants:

1. Pre-Institute Sessions
2. One week Summer Institute - for 30 applicants
3. Post-Institute Sessions

The staff members to be used in this project will all be of professional rank within their respective institutions or recognized leaders in the field of adult education or guidance.

All participants will be reimbursed as indicated on the application forms. If you and/or your colleagues are interested in participating in this program, please return a completed application form by March 3.

Respectfully yours,

Robert H. Jerry

Dr. Robert H. Jerry, Director
Division of Adult Education

Rolla Pruett

Dr. Rolla Pruett, Director
Division of Pupil Personnel and Guidance
State Department of Public Instruction

March 7, 1967

To: Dr. Cacavas
Dr. Pole
Dr. Sornson
Dr. Gale
Dr. Hayes
Dr. Ricksecker
Mr. Whitehead
Dr. Craddock

Fr: Joe Hollis, Co-director of Workshop for Counselors in Adult Basic Education

Re: Organizational Format

At the last meeting with part of you, the request was made for someone to develop an organizational format and share it with the Workshop faculty. I agreed to do the preparation and share it for your reactions, modifications, etc.

The first prerequisite to any architectural planning is to know for what one is planning. I have taken the following as desired activities to be facilitated by the organizational format:

- Two blocks of didactic work of morning
- Small groups (10 each) to work together in afternoon and evenings
- 3 or 4 kinds of activities in small groups
  Practicum Counseling Sessions
  Tape review and evaluation Sessions
  Seminar on topics pertaining to Adult Basic Education and maybe study and preparation time
- Minimum counseling interviews of 5 with a desired minimum of 8. All are to be completed in 4 days Monday through Thursday. Recognizing that the "no-shows" will be high 2 to 3 interviews will need to be scheduled per day.
- Each faculty member will work a minimum of two sessions a day out of 5 or 6 possible sessions: 2 didactic, practicum, tape, seminar, and study.
- Because of number of counseling spaces, number of tape recorders, and need for flexibility in counseling times in order that counselees can be obtained (afternoons and evenings), no two practicums should be scheduled at the same time.

With the above in mind the following format is suggested for mornings:

8:30-10:00 Didactic Work - 30 enrollees
10:00-10:15 Break
10:15-11:45 Didactic Work - 30 enrollees
- Noon -

In the afternoons and evenings different kinds of format may be considered. I have outlined three (3) different ones. Please review and give me your reactions and preference.

Plan X

Based on (1) Three afternoon and evening activities
Practicum consisting of interviews with Educationally Deprived Adults
Tapes reviewed and evaluated from Practicum
Seminar on topics pertaining to Adult Basic Education

(2) Three small groups of 10 enrollees each
(3) Same program Monday through Thursday
(4) Blocks of time of 2 hours for each activity

	Group I	Group II	Group III
1:00-3:00 P.M.	Practicum	Seminar	Tapes
3:00-5:00 P.M.	Tapes	Practicum	Seminar
7:00-9:00 P.M.	Seminar	Tapes	Practicum

Advantages

Two hour blocks in each of three areas
Ends day at reasonable time

Disadvantages

No time for study and tape review
Travel time to and from practicum sessions not recognized

Plan Y

Based on (1) Same as Plan X plus study time
(2) Same as Plan X
(3) Same as Plan X
(4) Blocks of time of 1½ hours for each activity

	Group I	Group II	Group III
1:00-2:30 P.M.	Practicum	Tapes	Study
2:30-4:00 P.M.	Tapes	Practicum	Seminar
6:30-8:00 P.M.	Seminar	Study	Practicum
8:00-9:30 P.M.	Study	Seminar	Tapes

Advantages

Makes Practicum and Tape sessions in 3 hour blocks
Provides study and seminar blocks together
Practicum supervised in single blocks of time

Disadvantages

Almost Forces tape sessions in some school where practicum occurs
Almost impossible to pick up interviews for "no-shows"
Shortens interview time

Plan Z

Based on (1) Same as Plan Y
(2) Same as Plan Y
(3) Same as Plan Y
(4) Same as Plan Y

	Group I	Group II	Group III
1:00-2:30 P.M.	Practicum	Seminar	Study
2:30-4:00 P.M.	Study	Tapes	Practicum
6:30-8:00 P.M.	Tapes	Practicum	Seminar
8:00-9:30 P.M.	Seminar	Study	Tapes

Advantages

Travel time to and from Practicum can be arranged
Can make Practicum block of time longer on a certain day by a given individual if needed

Disadvantages

Shorter activity periods than in Plan X
Makes Practicum Professors work every afternoon and evening Monday through Thursday

Please share your reactions with me.

cc: Mrs. Rose Mary Pattison, Director, ABE, State Department
Mr. Gerald Quinn, Field Supervisor, Division of Pupil Personnel and Guidance, State Department

N O T I C E !!

TO: Individuals who attended the Spring Sessions of the Institute for Counselors of Educationally Disadvantaged Adults.

FROM: Rose Mary Pattison -- Director, Adult Basic Education - Division of Adult Education

Gerald Quinn -- Field Supervisor - Division of Pupil Personnel and Guidance

Confirmation of your registration with indication of which institute center you plan to attend has not been received for the Fall Sessions for Counselors of Educationally Disadvantaged Adults.

We have had inquiry to confirm their fall registration by some individuals who indicated that they had not yet received the mailing regarding the Fall Sessions.

Since the plan for the Institutes and your original enrollment was specifically indicated for both Spring and Fall Sessions, the programs for the Fall Sessions are being provided with continuity as follow-up to the Spring Sessions and for the same participants.

Please tear off and mail the information indicated below -- with or without the enclosed registration sheet as needed.

NOTE: The three dates and locations provide a choice to accommodate your time calendar.

DATE: ________________

I do ☐ ___
do not ☐ plan to attend the Fall Sessions of the Institute for Counselors of Adults.

NOTE: If yes -- please fill out and mail enclosed registration form immediately.

If no -- please indicate reason as follows: ________________

____

SIGNED: ____

PRESENT TITLE OR RESPONSIBILITY: ________________________

SCHOOL CORPORATION: ________________________________

MAILING ADDRESS: __________________________________

MAIL TO: Mrs. Rose Mary Pattison
Director, Adult Basic Education
227 State House
Indianapolis, Indiana 46204

RECRUITING

(Handout Material)

AGENCIES	USES AND/OR METHODS
Social Service Groups	
neighborhood houses teen-age canteens YMCA YWCA American Friends Service Committee Unitarian Service Committee	These groups may provide classrooms, clinics, recreation activities, summer workcamps, counseling, meeting rooms, club work.
Religious or Church-related Groups	
family circles teen-age clubs interfaith councils ministerial associations	Such groups may provide classrooms, counseling and guidance, recruitment of students for literacy classes.
Ethnic Groups	Most ethnic groups have local or national organizations which provide services, such as legal aid, scholarships, political and social leadership.
Organizations Assisting Minority Groups	
American Civil Liberties Union Urban League Commissions on Human Relations (state or municipal) C.O.R.E. labor unions	These provide legal aid, social services, public relations.
Farm Related Groups	
The Grange Farmers Union Agricultural Extension Service, Including homemaking	These may provide social organizations, scholarships, political leadership, meeting rooms, and training programs.

RECRUITING - CON'T.

AGENCIES	USES AND/OR METHODS
Public Agencies	
welfare department state employment office health department vocational rehabilitation bureau	These provide counseling, placement, medical services, training, and research on problems related to housing and employment.
Service Clubs	
Kiwanis Lions Rotary Soroptimist Altrusa Business and Professional Women's Club Junior League	Organizations which contribute financial support, materials, and equipment.
Professional Clubs	
Medical Associations (state or municipal) Bar Associations Educational Associations Association of American University Women	Organizations which contribute financial support, materials, and equipment.
Business and Industry	
Communications Industries Insurance Companies Travel Agencies Chambers of Commerce	Organizations which contribute financial support, materials, and equipment.
Private Organizations	
Foundations, national or local (for names of foundations operating in fields related to literacy training, human relations, community development, see: The Foundation Directory, Russell Sage Foundation, 230 Park Ave., New York 10017)	Organizations which contribute financial support, materials, and equipment.

RECRUITING - CON'T.

AGENCIES	USES AND/OR METHODS
Governmental Agencies	
Immigration and Naturalization Service Department of Health, Education, and Welfare Department of Labor Department of the Interior Office of Economic Opportunity	Organizations which provide technical, educational, informational, and advisory services.
Others	
Public Libraries Opportunity Schools Colleges and Universities Community Councils PTA'S League of Women Voters Political Parties Police and Fire Departments Alcoholics Anonymous non-profit community action committees	Organizations which provide technical, education, informational, and advisory services.

QUESTIONS ASKED BY COUNSELORS ATTENDING INSTITUTES FOR COUNSELORS OF EDUCATIONALLY DISADVANTAGED ADULTS

1. How can we identify recruits for the adult program?

2. What part should public school counselors play in this program? Should there be one or two key people in the community responsible for this program?

3. Which is more important vocational or cultural education?

4. Can the secondary school counseling staff accept the responsibility of adult education and realistically expect to adequately handle their present load of counseling secondary school students in addition to this?

5. Are persons trained to counsel with secondary students about adolescent, academic, and personal-social concerns capable and qualified to counsel adults about basic education problems?

6. All people here today are interested in this topic. All here are probably very busy. How do we find time in our full day to expand our programs to include more work?

7. Is help, both financial and administrative, available to local school corporations for training institutes and to provide for these programs for adults?

8. How can we involve industry?

9. Should the high school counselor accept the responsibility for instituting and running this program in a community?

10. What role should the public school play in adult education?

11. What relationship will the federal government play in financing adult education?

12. What programs can be made available for the education of adults?

13. What is the relationship between basic education courses and adult education courses which train for the end result being a salable skill?

14. How can a school system go about recruiting people for adult education?

15. How does one determine the need in the community, and how do you identify "individuals in need" in order to start or implement a program for the educationally disadvantaged?

16. How does one convince people of their need and provide the type of encouragement which will cause them to participate?

17. What do you do with the trainable, educable, adults once they are within the adult education program?

18. How can we help individuals overcome their initial reluctance to enter a training program, or to admit there is an educational problem? Example: The welfare recipients who may have known no other kind of assistance? Or the individual who doesn't want to expose his deficiency?

19. What is the definition of an adult in the adult (basic) education program?

20. Is there any possibility of obtaining permanent reimbursement for adult basic education and other programs for adults who want to attend school? This money could be used for babysitting, clothing for presentable appearance, etc. Example: Upward bound students in Hammond, Indiana, receive weekly allowances.

21. How do high school counselors encourage adults to use their counseling service? Or simply, how do we get them in? How do we sell ourselves to them?

22. Explain the Adult Education Act of 1966, Title III, P.L. 89-750 including the funding and program application procedures.

23. Why did these people drop out if the school has nothing to offer them?

24. How do you get adults to come to classes?

25. Does charging a fee encourage attendance?

26. How could we get adult basic educational classes set up?

27. How can we get community agencies to refer adults to a program of basic education for adults?

ERIC Clearinghouse
JUL 31 1968
on Adult Education